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ABSTRACT

This manual is a product of the Media and Mainstreaming Project and a fuller version of the manual included in the interim report "Educational Media for Handicapped Students in Regular K-12 Schools"). It focuses on the media-related needs of handicapped students being mainstreamed into regular K-12 school programs. The emphasis is on how the school library media specialist can use, adapt, or supplement the components of the media center to meet those needs. These components encompass a media program of services and instruction which make the facility, equipment, and collection accessible to the entire school community through the design and management of a professional media staff. To this end an operational model, guidelines, and assessment guide have been developed for use by media personnel in meeting the mandates of P.L. 94-142 (The Education for All Handicapped Children Act). This model consists of the operational model, the guidelines, an assessment guide, and instructions for developing a plan of action using data gathered with the assessment guide. The manual is for use by school library media personnel in meeting the needs of mainstreamed handicapped students. An extensive list of resources is also provided. (GL)

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MAINSTREAMING
IN
THE MEDIA CENTER:
A Manual
for
Media Specialists

By

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1980
Portland State University
Portland, Oregon 97207

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MAINSTREAMING
IN THE MEDIA CENTER
A Manual for Media Specialists

A MANUAL DEVELOPED
As Partial Requirement

for

HEW GRANT FOR
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EDUCATIONAL MEDIA FOR HANDICAPPED STUDENTS
IN REGULAR K-12 SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

OFFICE OF LIBRARIES AND LEARNING RESOURCES

This manual is designed to provide a model and guidelines for school library/media specialists to use in evaluating and modifying their media programs in relation to the needs of students with disabilities. These students, traditionally, have been handicapped by isolation from the mainstream of school activities, and a lack of programs, including media programs, which meet their needs.

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INTRODUCTION

Historically, most school library/media specialists have had only limited opportunities and no training for working with handicapped students. Their contacts have been restricted to those students who were able to make their needs known or to "special education" classes brought into the media center for stated activities such as storytelling. Many handicapped students who were segregated into special programs have not had the opportunity to make use of the media center at all.

In recent years two major forces have influenced the educational scene which afford the media specialist greater opportunities and stronger capabilities for working with handicapped students. The first is legislation for the handicapped. In 1975, landmark federal legislation was passed entitled the Education For All Handicapped Children Act (PL 94-142), which mandates that handicapped children be educated in the "least restrictive environment", that is, that to the maximum extent possible they be integrated (mainstreamed) into regular classrooms and other regular public school settings. The direct implication is that educators in all fields and at all levels will want to be prepared to revise and increase their services to those children and youth who are being mainstreamed into their programs. This requires a commitment from all educators, including media specialists, to develop new skills and knowledge in their areas of expertise as they relate to the needs of handicapped students.

The second influence is a trend in education toward individualized, mediated instruction. This trend provides greater opportunities for the media specialist to accommodate the individual needs of handicapped and nonhandicapped students through more effective use of media for instruction. In order to individualize, the media specialist must be involved in curriculum development and instructional design. This involvement gives the media specialist a more integral role in the instructional program for the entire school and gives the media program stronger capabilities for accommodating diverse needs.

In response to the mandates of PL 94-142 the following needs have been identified:

1) Media personnel need to be more knowledeable about the media needs of handicapped students and ways to use and adapt media resources to meet those needs. They need to be involved in the development and implementation of Individualized Educational Programs for handicapped students.

2) Handicapped students need to have access to more extensive media services as part of their educational program, the opportunity to be placed in the "least restrictive" educational environment, and the opportunity to interact with peers who are not handicapped as they use the school's media services.

3) Teachers and administrators need to be more knowledgeable regarding media methods, techniques, programs, services and materials for use with the handicapped student.

4) School districts, regional education agencies and state departments of education need to have available to them a variety of tested operational models, strategies and procedures for increasing the usability of media centers and for developing programs and policies in support of the media needs of handicapped students.

This manual was developed in response to those needs and in partial requirement for the Media and Mainstreaming Project (Educational Media for Handicapped Students in Regular K-12 Schools) funded by the U.S. Office of Education, Office of Libraries and Learning Resources.

For purposes of this manual the following terminology is used. Additional terminology is defined in Chapter 2.

MEDIA CENTER: School library media center, instructional materials center, learning materials center, library, educational media center or any title that designates an area where print and nonprint materials for general school usage are stored and adminstered. Satellite areas such as math or science resource rooms are included as part of the media center.

Special education resource rooms, where special curricular items are housed and where tutoring and remedial teaching are scheduled throughout the day, are usually considered outside the scope of the media center.

MEDIA SPECIALIST: Titles such as librarian, instructional materials specialist, learning resource specialist, library media specialist, and educational media specialist are synonymous and reflect the changing role of the individual who has broad professional preparation in print and nonprint forms of communication and the accompanying technology. Media specialists are profesionally trained teachers with additional professional training in library media.

THE MEDIA COLLECTION: All print and non-print materials, excluding textbooks and workbooks, available for use by students and staff in the building. Although not all items are housed in the media center proper, they are centrally cataloged and administered.

HANDICAPPED/DISABLED: There is considerable controversy over the use of words such as "handicapped", "disabled", "impaired", "deficient", "exceptional", "special", etc. We are defining a "handicap" as the situation created by the physical and psychological barriers which limit the functioning of a person with a "disability". Given this definition, a person can have a "disability" which does not "handicap". However, we use both the terms "disability" and "handicap" interchangeably because 1) "handicapped" is the term used in P.L. 94-142;

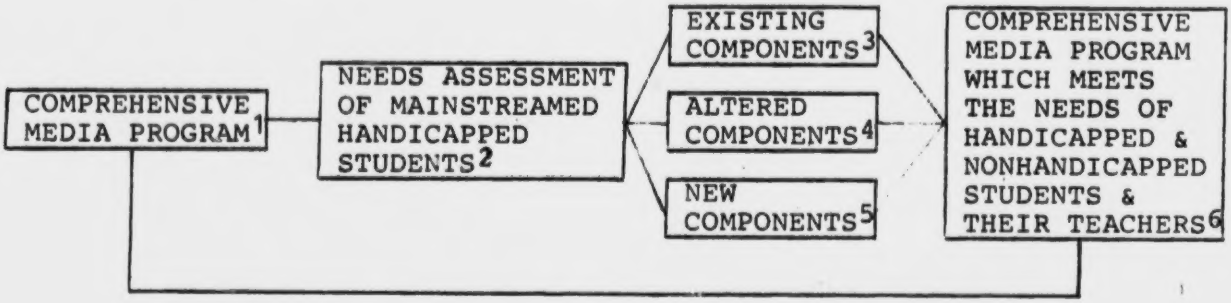
2) both disability and handicap seem to have frequent and interchangable usage in the literature and in special education circles; and 3) we are assuming that the need for this manual arises from the fact that the students' "disabilities" have resulted in their being isolated and "handicapped" by a lack of programs to meet their educational needs.

MAINSTREAMING: This is a popular term referring to the practice of educating disabled students with students without disabilities. In interpreting P.L. 94-142's mandate for "least restrictive environment" this means that to the maximum extent possible disabled students are included in regular classrooms and other regular public school settings. For some students special classes, services, and teachers will constitute their "least restrictive environment". Such students, for the purposes of this manual, will also be considered "mainstreamed" and users of the media center.

MEDIATING: This is a term referring to the role of the media specialist in matching as closely as possible the most appropriate print and nonprint materials and related equipment to the unique learning needs of a student in order to meet instructional goals and objectives.

CHAPTER 1. THE MODEL

The following model presupposes three basic conditions. *First*, that the media center is viewed as an essential and central part of the school's total instructional and curricular program; *second*, that it is designed and managed by a professional media staff who work to provide a quality program of media instruction and services which make the facility, collection and equipment accessible to the entire school community; and *third*, that the commitment of the media specialist is to support and defend the rights of all students to equal educational opportunities.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COMPREHENSIVE MEDIA PROGRAM WHICH MEETS THE NEEDS OF HANDICAPPED & NONHANDICAPPED STUDENTS & THEIR TEACHERS 6

1. Media Program that meets the needs of non-handicapped students. Program includes: Staff, Facilities, Collection, Instruction, Services and Equipment.

2. Ongoing assessment of the needs of handicapped students being mainstreamed into the school; includes the needs of teachers and staff who serve those students.

3. Existing components: all the resources that are available within your school and supporting districts which can be used in present form.

4. Altered components: all resources which can be used with some modification or adaptation. Includes additional training and in-service for teachers and staff, program changes, equipment modification, etc.

5. New components: Additional resources which can be bought, borrowed, or developed.

6. Media Program that meets the needs of handicapped and nonhandicapped students.

This model beings with a "comprehensive media program". It is assumed that based upon the above conditions such a program is designed and implemented in accord with the media needs of the school.

It is in relation to such a program that the media needs of handicapped students must also be viewed. The assessment of their needs, as with nonhandicapped students, is an ongoing process as changes occur in the school's handicapped population, individual students, the needs of their teachers and the staff, and the curriculum.

All these needs must first be viewed in light of what the media program already has to offer (Existing Components). Since handicapped students are first of all children and young adults many of their needs are the same as for other students and can be met by the same resources (those which are available in the media center, the school and the school district).

Because of their various disabilities, these students may also have some unique needs. Often those needs can be met by adaptations and modifications to the existing program (Altered Components). Perhaps additional training is necessary for a staff member, a stairway requires a ramp, an enlargement of a diagram must be made, or a reader is necessary to read a script for a silent film.

When existing or altered components cannot meet the needs of handicapped students, "New Components" must be added. These can be borrowed, bought, or even developed.

If the media needs of handicapped students are not being met, evaluate your existing program. That program should be meeting the diversified needs of all your students. Having to make a lot of major changes (adding many "new components") may indicate that your existing program is lacking qualities needed by everyone.

The guidelines presented in this manual will show ways that media specialists can use existing, altered and new components to meet the media needs of mainstreamed handicapped students.

CHAPTER 2. THE MEDIA CENTER PHILOSOPHY

The media center is an integral, active teaching component of the school's total instructional program. It is designed to assist students to grow in their abilities to find, generate, evaluate, communicate and apply information that helps them to function effectively as individuals and to participate in society. (AASL, p. 4)

Because each student has a unique combination of needs, interests and capabilities, a wide variety of resources and experiences are essential in satisfying their academic and leisure-time needs. The media center, through all of its components, can provide this necessary variety of learning opportunities:

Staff: Media specialists are professionally trained teachers with additional professional training in library media. They develop, administer and implement the media program and work cooperatively with other teachers, administrators and students to complement, extend and enrich the school's instructional program.

Program: The media center program is the system by which the media staff makes the facility, equipment and media collection accessible to the entire school community through media services, instruction, and enrichment activities.

Services: Media services are the activities which facilitate the functioning of the media center. These services include: selection, evaluation and processing of media and equipment; circulation; reference; consultation; production; in-service; orientation; public relations; and special activities.

Instruction: Through a media curriculum students are given instruction to develop competencies in media skills. These skills include locating, using and communicating information; locate (identify, select, evaluate, distinguish, etc.) use (read, listen to, view, interpret, comprehend, apply, etc.) Communicate (organize, produce, create, design, present, etc.)

Media Collection: The collection includes all forms of print and non-print materials at a variety of levels to meet the needs of students and staff. The materials permit a multi-media approach to teaching and learning. They support, implement and enrich the school's curriculum, allow for individualization, and encourage further interest and study.

Equipment The media center provides the hardware needed to make use of the collection allowing students to retrieve and utilize information according to their own style and pace.

Facilities The physical facilities provide areas where students can read, listen, view and produce materials; where they can explore ideas; and where they can work and learn individually and together. Facilities are flexible to allow for varied activities to take place simultaneously. Arrangement of furniture, equipment, materials and storage promotes independent usage of resources.

Media centers have typically provided a variety of resources and experiences for nonhandicapped students. In order to assure that the social and educational needs of the handicapped student are also met, equal access to the media center and all its components is imperative.

Because the media center is already geared to meeting the variable needs of individuals, it is a natural place for mainstreaming. When existing components of the center are not adequate for meeting handicapped student's needs, those same components can often be modified or adapted for special conditions. Only occasionally will the needs of handicapped students require extensive changes and new materials. And often those changes will benefit the entire school.

Today's schools must take a new and creative look at the media center to determine how they can further extend and enrich the program for handicapped students. *The media center must be a "mainstream" in the education of all handicapped students.*

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CHAPTER 3. MAINSTREAMING

Major Components of P.L. 94-142

P.L. 94-142, the Education For All Handicapped Children Act, was signed into law on November 29, 1975. Through this law the Congress of the United States reiterates the civil rights of all handicapped children to receive a free public education. This law carries with it the authorization of funds to help states and local education agencies comply with its regulations and the threat of financial penalities for non-compliance.

P.L. 94-142 mandates the right of all handicapped children to 1) a free and appropriate public education, 2) in the least restrictive environment, 3) based on individual education programs, 4) with procedural safeguards (due process) and parental involvement. This law applies to all handicapped children (ages 3-21) who require special education and related services.

P.L. 94-142 spells out the federal government's commitment to the education of all handicapped children, specifying a plan that will insure the rights of these children to a "free and appropriate public education." It calls for free education, protecting the students and their parents or guardians from having to pay for any portions of their educational program, except for incidental fees for such things as textbooks and supplies that all students in the program mustpay for. The law reflects the view that the best education for all children ("most appropriate" and "least restrictive") is when, to the maximum extent possible, they are included in regular classrooms and other regular settings. Therefore, while many handicapped students will require special classes or assistance and services, in a public school setting, many others will move into traditional classroom settings with special assistance. Either situation defines the concept now popularly called "mainstreaming".

Origins of P.L. 94-142

P.L. 94-142 is based on a history of landmark court decisions, civil rights and education legislation, a research rationale, and current trends toward a more positive view of disabled persons. In Brown v. Board of Education (1954) the U.S. Supreme Court ruled that "separate but equal" programs and facilities are inherently unequal. The federal court in Pennsylvania (1972) ordered 1) Access to free public education for all retarded students regardless of degree of retardation or associated handicaps (zero-reject education). 2) The ruling included the provision that the education of all children be based on programs of education and training appropriate to the needs and capacities of each student. 3) The third major component of the decision was that most integrated and most normalized programs are favored in determining appropriateness.

Shortly afterwards, a court decision in Washington, D.C. (1972) extended the zero-reject provision to all handicaps. In 1973 a New Orleans court added the requirement for a written individualized plan for the education and training of each disabled child. (Gilhool, pp. 9-10, 12)

In addition to judicial precedents, civil rights and education legislation provided impetus to the formulation and enactment of P.L. 94-142. P.L. 94-142 is actually a revision of Part B of the earlier Education of the Handicapped Act (EHA); other sections of EHA are still in force. The Education Amendments of 1974 (P.L. 93-380) contained due process provisions and also assurance of education in the least restrictive environment. Section 504, a rule promulgated by the Department of Health, Education and Welfare to carry out the intent of the Vocational Rehabilitation Act

Amendments of 1973, mandates that exclusion of the handicapped from any educational program be prohibited after June 1, 1977. Section 504 is a civil rights rule and does not contain monies authorization, but does mandate financial penalities for noncompliance.

Besides the court decisions and federal legislation that laid the groundwork for P.L. 94-142, research evidence also supported the basic tenets of the new law and the need for such legislation. Although somewhat controversial, the following research has helped to support the law.

In The Exceptional Individual Telford and Sawrey (Johnson and Johnson, p. 37) provide a rationale for mainstreaming and P.L. 94-142. Based on their research findings they felt that:

1) studies have failed to establish the effectiveness of special education classes;
2) medically and psychologically defined diagnostic categories proved inadequate for educational purposes;
3) irrelevant factors (social class, race, sex, etc.) were influencing class placement; and
4) stigmatization had deleterious effects upon students.

Johnson and Johnson (p. 37) support the above four statements and add two more:

5) equal access to school resources is needed by all students, and
6) healthy social development of handicapped students requires that they be part of the mainstream of social life for children their own age.

Other trends which led to more accepting views of the disabled and paved the way for positive legislation for disabled persons were:

- famous persons openly discussing relatives who are handicapped (Kennedy, Johnson, Humphrey, etc.);
- changes in the ability of regular classes to handle a greater variety of students (emphasis on individualization in regular classrooms);
- parents' organizations actively working and speaking out as advocates for disabled students; parents becoming more informed;
- prominent leaders in special education questioning special class placement;
- a more widespread active participation on the part of disabled persons in social and political issues which concern them (i.e., organizations, publications and other media, lobbying for legislative change, etc.)

P.L. 94-142 is law! It is well founded. It is past the point of testimony, lobbying, amending. The question is not whether handicapped students should be accommodated in the regular school setting, but how they will be accommodated. Many schools and school personnel are struggling with the implications of this law, in terms of the educational program of the school, the curriculum, and the facilities. Perhaps if we emphasize the spirit of the law, the letter of the law will be easier to uphold.

Humanistic Implications of P.L. 94-142

P.L. 94-142 recognizes two essential points:

1) handicapped children in the past have not received equal educational opportunities, and
2) handicapped children have a *right* to equal educational opportunities.

The *right* of handicapped persons to equal education is inherent in many of the concepts expressed in the Swedish Normalization Laws, part of Swedish legislation (1967) regarding provisions and services for mentally retarded persons, which have subsequently come to be viewed as a "Bill of Rights" for all handicapped persons:

--The Right to a Normal Rhythm of Day

--The Right to a Normal Routine of Life

--The Right to a Normal Rhythm of Year

--The Right to a Normal Developmental Experience of the Life Cycle

--The Right to Decide and Choose for Oneself

--The Right to Live...in a Bisexual World

--The Right to Normal Economic Standards

--The Right to Live, Work, and Play in What is Deemed Normal and Humane for that Society

These are human rights--rights steming from the fact that first and foremost the handicapped are people who have the same basic needs as everyone else:

--The need for love and friendship

--The need for acceptance as an individual

--The need to know what is expected of him/her

--The need to achieve

--The need to grow, develop and learn (mentally, physically, emotionally)

- --The need to do for others and to feel needed
- --The need to be creative
- --The need for independence
- --The need for structure/discipline and freedom
- --The need to have identity
- --The need for security
- --The need for encouragement
- --The need to communicate (expressive language and to be listened to)
- --The need to share
- --The need for privacy, quiet and solitude
- --the need for self-esteem (Coyne)

These needs are not based on a person's physical ability to function. "Does 'less able' mean 'less worthy'". (Paul, p. 50) We certainly do not feel that way when sickness, accident, aging, or circumstances inhibit some aspect of our "*normal*" functioning. We would not want to be treated differently; we would not want to be isolated, ignored, dehumanized, or discriminated against. Handicapped people do not want to be treated that way either.

The belief that handicapped students may need special attention causes many to urge continuation of special segregated classes where students can receive the help they need, outside the regular school community. But we are all unique. What if we had only one of these choices:

1) If you want to be treated like veryone else, then don't expect special consideration, or
2) If you want special consideration, then don't expect to be treated like everyone else.

Not much of a choice, it is? For there are many, many times when we want to be treated as individuals; have our unique talents recognized, our creative potential affirmed and our individual needs met. We have our own styles, beliefs, concerns--we do not want to be lumped into one bag with everyone else.

But we are also similar to everyone else in our humanness and our needs as human beings. If the emphasis upon our uniqueness in any way separates or isolated us against our will, or dehumanizes us, it detracts from our basic human rights.

Women are different from men, races are different, age groups are different, handicaps are different. Differences can be used to discriminate and destroy human potential. Or they can be used to affirm individuality and uniqueness.

We must begin to recognize that education must be individualized for *all* students. In recognizing the need for individualizing, educational programs can be designed to fit the student's needs, capabilities and interests, rather than molding the student to fit into an educational program.

Most handicapped students' educational needs can best be fulfilled through some degree of mainstreaming into the regular school setting and routine. Mainstreaming involves "the interaction and togetherness of children who otherwise would have learned and lived apart...." (Dresang, p. 22) This interaction and togetherness can and should be a positive experience for teachers, handicapped and non-handicapped students alike. Handicapped students are resources in what they can contribute to other students (handicapped and non-handicapped), to their teachers, school and society. Resources for which time, energy and money must be invested to bring them to full potential.

The process begins with exposure: handicapped students must be allowed contact--they with the world, the world with them! They must be allowed to interact, to grow in their understanding of the world and what it means to be a part of it. Mainstreaming is aimed at providing handicapped students with "access to and contructive interaction with non-handicapped peers..." (Johnson and Johnson, p. 39)

Much of this manual will be about accessibility. Students must have physical access to schools and school rooms (in this guide specifically the media center). Once in the room they must have access to its space and contents. Their participation in all its programs and use of all its materials must be encouraged and facilitated. This book will talk about physical and environmental barriers; access to materials; policies, rules and procedures which create artificial barriers; and the attitudes of the media specialist, the media staff, and other students which inhibit full participation in and utilization of the media center by the handicapped student.

Achieving accessibility may require structural changes, but more often it involves openness, planning and flexibility, and in many instances, just plain common sense. Above all, access involves sensitivity to the student. We can push, shove, and carry the student to the materials or the materials to the student. But to allow that student access with the greatest independence and the least loss of dignity is perhaps the key to what this book is all about.

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CHAPTER 4. STAFFING

Media center programs cannot exist without media specialists! Media specialists are teachers with additional professional training in library and information science, educational communications and technology, and curriculum. The roles they fill are many and varied: manager of the center, resource and liaison for teachers and administrators, instructional team member, media teacher, public relations person... Media professionals combine their individual attributes, training and experience to fill those roles and to create effective and cohesive programs.

This section will present steps that the media specialist can take to develop personal and professional competencies for filling those roles in relation to the needs of the handicapped students.

People make mainstreaming work--not laws or court decisions, not state or district plans. Mainstreaming in the school succeeds or fails in relation to the degree of commitment of the building level staff. Successful mainstreaming within the media center itself depends upon the media professional.

The prospect of serving handicapped students in the media center may seem to be an overwhelming responsibility. But, as D. Philip Baker states, "Library media programs for special learners should be viewed as logical and natural extensions of our historic services and not as aberrations." (Baker, p. 175) The media specialist who recognizes students' individual needs and interests and who strives to satisfy them does not need to make wholesale program changes to accommodate handicapped students.

However, media specialists may need to become more knowledgeable and to develop positive understandings about special students in order to make the "logical and natural extensions" to their media center services for the handicapped student. Equipped with an increased understanding of handicapped students, media specialists will be better prepared, and hopefully more committed, to working with students creatively, positively, successfully.

Becoming a media specialist who works successfully and comfortably with handicapped students involves two things: acquiring professional competencies and developing or strengthening positive personal attitudes. P.L. 94-142 is not intended to make special educators out of all educators, media specialists included, but rather to have educators embrace the rights of all children to equal education opportunities and adopt some of the attitudes and strategies that make that right a reality.

The following suggestions will facilitate this process of information acquisition and attitude development:

1) Become knowledgeable about the disabling conditions of students currently in your school. All handicapping conditions are very rarely represented in any one school; trying to study them all at one time may be counterproductive and frustrating. Concentrate on other disabilities as time permits and as new students come into your school.

2) Look for similarities among the handicaps and between handicapped and nonhandicapped students. Handicapping conditions can be grouped into broad categories, such as intellectual, emotional, or physical impairments, with many similarities inherent within those categories. Most importantly, however, is the fact that handicapped students are people first. They have many more needs and interests that are the same than are different from nonhandicapped students. Emphasizing the similarities among handicaps and between the handicapped and nonhandicapped will also help discourage the practice of attaching and using stigmatic labels to describe individuals and group of students.

3) Focus on learning styles and how they translate into teaching strategies. Though a blind child relies on tactile and auditory modes of learning students whose primary handicaps involve mobility will exhibit learning styles as diverse as the general population. Teaching strategies that emphasize an individual's best learning style concentrate on that individual's strengths not weaknesses.

4) Consult with disabled students and adults about experiential activities that you could try which will give you some degree of understanding of what it feels like to live with various handicaps. For instance, use a wheelchair or crutches not only to test the accessibility of your surroundings but also to experience how differently other people respond to you. View a film or filmstrip without the sound; try another one unfocused. Even though many more facets of a particular handicap exist than one can "pretend" to experience in these activities, a nonhandicapped person can gain at least some insight into the world of the disabled person.

5) Select several of the most useful informational articles and books to study carefully, rather than amassing a collection too large to wade through. A great deal of information is currently available in the professional literature concerning P.L. 94-142 and its ramifications, handicapping conditions, and exemplary special education and mainstreaming programs. Some material is available about media services, facilities and resources for handicapped students. Locating the information is not the problem, but making good use of it is. Media specialists should exercise the skills they teach -- selecting and utilizing the most applicable resources.

Discovering and learning new teaching techniques and strategies that work well with handicapped students constitute another step in the media specialist's professional growth. Media specialists can usually utilize the same scope and sequence with all students, adjusting the pace of instruction or including additional repetition and practice. Media specialists should investigate the task analysis method of dividing skills into incremental steps not only to identify the logically ordered components of a particular skill but also as an aid in pinpointing an obstacle which may be preventing a student from mastering that skill. Media specialists should investigate and experiment with varying class structures such as large groups, which are important for many students who spend most of their day involved in individual instruction settings; small cooperative learning groups; pairing; and individualization. Discussion of these and other teaching techniques continues in Chapter 6, Programs-Instruction.

Mediating instruction for all students, including the handicapped, is based on an understanding of the theories and principles of learning. The type of mediation used in a teaching/learning situation is based on students' needs, learning styles and strengths. Improper mediation can be worse than none at all:

> ...while the mediation is aesthetically very pleasing, if not exciting, and while it is quite elaborate and beautiful from a technological point of view, it (may contribute) nothing effective to the teacher-pupil transaction. As a matter of fact, the media may very well get in the way of and detract from the effectiveness of the lesson. (Goldstein, p. 43)

But proper mediation enhances learning and may be the vehicle through which learning takes place. Selecting and developing media is covered more fully in Chapter 7, The Media Collection.

Acquiring Professional Competencies

The professional media specialist is a teacher, formally trained and experienced in both classroom teaching and media. Only when the media specialist performs as a trained professional who sees the media program as an extension of the classroom does the building staff view the media specialist as an equal member of the educational community.

As professionals, media specialists can grow in their knowledge and skills in relation to working with handicapped students. They will want to understand what mandates are contained in the education of the handicapped laws, the reasons for such legislation, and how their school districts and buildings plan to implement the laws. Although there are federal guidelines and regulations, state plans, and district plans, mainstreaming within each school building differs from all others to some extent. Familiarity with the basic components of the laws, P.L. 94-142 in particular, and the local implementation plan provides the foundation of relevance and support for further study of the handicapped student.

A basic knowledge of handicapping conditions and how those conditions may (or may not) influence teaching and learning is also important. However, searching for materials that concisely list characteristics and unique needs of a particular handicap category will be frustrating. The degree of impairment within any category can cover a wide range of differences; each student is an individual and inherently different from all other students, including those with the same disability label. Although there may be needs and characteristics common to learners with the same handicap (see Chapters 11-18) those commonalities certainly do not describe the learners fully. If they did, there would be no need to develop Individual Education Programs (IEPs) for each handicapped student; plans for each handicap category would suffice.

resources

Begin to develop professional competency in meeting the needs of handicapped learners by exploring the current professional literature. Much has been published in general education and media journals about mainstreaming, P.L. 94-142, and specific handicaps that locating suitable materials is not difficult.

Many media specialists have access to the large computer-based indexes of education materials, such as ERIC, (Educational Resources Information Center). Schools can often contract for computer searches through larger school districts, regional education districts, universities and colleges, state departments of education, and state libraries. These indexes contain many good materials not readily located through other sources.

State departments of education across the country publish both special education and media materials, including informational pamphlets, monographs and bibliographies. You can be placed on their mailing lists to receive materials.

The National Library Service for the Blind and Physical Handicapped (NLS) through the Library of Congress issues two newletters that often include articles about projects and new products and resources for the visually impaired and physically handicapped. The newsletters, NEWS and UPDATE are free. (see Resources, page 162)

Other newsletters are available from universities and special education associations, both local and national. Many are free; others can be borrowed from association members. Special educators at the building level usually belong to one or more professional associations that publish journals and newsletters.

Media specialists can also obtain information through conferences and conventions of local, state and national special education organizations; through seminars and workshops sponsored by universities and colleges, school districts, state departments of education, state libraries, educational (regional) service districts, associations, and other agencies. Library/media associations often hold conference sessions on media services for the handicapped. Conferences, workshops and seminars are usually publicized in journals, newsletters, and special mailings.

Media specialists can also consider taking college or university coursework. Introductory and survey classes in special education may be helpful for educators lacking special education background. Community colleges and continuing education programs also offer classes in special education. Many universities with library/media programs now offer coursework in library services to the handicapped, though few emphasize school library/media centers. However, it is anticipated many college and university library/media programs will in the near future expand their offerings to include more courses on library services to the handicapped. For a listing of resources for classroom teachers consult the following publication A Training and Resource Directory for Teachers Serving Handicapped Students K-12 available free from: Mr. James Bennett, Director of Technical Assistance Unit, Office of Program Review and Assistance, Office for Civil Rights, 330 Independence Avenue SW, Washington, D.C. 20201

Free and inexpensive materials are usually available through national associations of special education, such as the Council for Exceptional Children (CEC). Media specialists can obtain their catalogs of materials from members or by requesting to be placed on their mailing lists.

Media Specialists should remember that special educators in the building and district can be one of the best sources for information and assistance. In many cases they are the fastest, most immediate resources, especially when new students arrive in the school and media center. And consult with the students themselves.

Developing Positive Attitudes

In order for handicapped students to function effectively and learn from media center programs, they must feel comfortable in the center and know that they are welcome there. The media specialist is responsible for conveying that welcome. No amount of professional training and knowledge of special education can make up for (or cover up) negative feelings either about handicapped students themselves or about the need for providing programs and services for them. On the other hand, positive attitudes about the handicapped and a desire to meet their needs, coupled with a measure of common sense, will often compensate for a lack of special education expertise.

A commitment to the idea of mainstreaming, the rights of all students to equal educational opportunities in the least restrictive environment; and a belief in the fundamental worth of all people constitute the basis of a positive attitude towards the handicapped. Respect for individual worth is expressed verbally and non-verbally through sensitivity, flexibility, understanding, openness to communication, enthusiasm, and patience.

Handicapped students, like all other students, can usually spot a phony very quickly.

> Whatever else may be impaired, handicapped children often have developed highly refined skills in evaluating the feelings of people they come in contact with. They know the difference between welcome and tolerance, between concern and obligation, between warmth and phoniness. (Baskin and Harris, p. 7)

even the most well-meaning media specialist may be exhibiting unconscious biases and misunderstandings about the handicapped by confusing sensitivity with sentimentality and pity, or by patronizing the handicapped student.

Media specialists need to examine their feelings and attitudes about handicapped students and about extending media services to them. One way is to analyze specific interactions with handicapped students and adults. It is easy to verbalize a commitment to serving all students, less so to substantiate that commitment in everyday actions. For instance, do you:

--tease and joke with handicapped students as often as you do with nonhandicapped students?

--touch handicapped students as much as others? (You may want to seek permission from the student to touch them and/or their equipment)

--maintain eye contact with the handicapped?

--sit or stand at a level or in a location that is comfortable for a handicapped individual?

--talk to handicapped students about things other than media and/or their disability?

Communication between student and teacher is the most important element in the learning process within the school setting. Non-verbal forms of expression contribute significantly to the process. Body language, facial expression, eye contact, etc., all convey meaning and can either augment or contradict verbal communication. A media specialist's discomfort or displeasure with handicapped students will most likely be perceived by them; this negative communication will probably disrupt or at least slow the learning process.

Media specialists may not be able to succeed in every interaction with handicapped students, they may fail sometimes to communicate a direction or thought or fail to understand a student request. But even in unsuccessful interactions, media specialists can at least convey the message that they have tried and really cared about succeeding. Discuss your feelings and attitudes with the special educators. They can offer suggestions and insights. *Be patient with yourself!*

As in other aspects of life, changing attitudes often result from increased knowledge and understanding of a subject. Understanding the spirit and intention of P.L. 94-142 and learning about handicaps and their influence on teaching and learning can contribute to the development of positive attitudes towards the handicapped.

Many sources of information described in the section on acquiring professional competencies can likewise be agents of attitude change. College coursework, workshops and in-services designed to provide data about handicaps, teaching techniques, etc., may also include experiential activities that heighten nonhandicapped persons' sensitivity to the problems faced by the handicapped and opportunities to meet handicapped individuals. Try some of the Monitoring/Evaluation techniques for student-teacher interaction found on page 185 of The Handicapped Child in the Regular Classroom (see Resources Section, page 162)

Besides journal articles and books intended to convey research results and technical data about handicaps, other materials are available that depict the human-interest aspects, that emphasize the humanness of a handicapped person rather than the handicap itself. A disability is only one dimension of a person's life. Negative attitudes emphasize the disability; positive attitudes emphasize the person.

One example of this type of material, quoted from Disabled USA, describes the experiences of a blind girl, Deborah Kent, in elementary school:

> When I entered elementary school in the mid-'50's, I attended a special class for the blind in the middle of a veritable ghetto for disabled children. Almost the entire first floor of the large inner-city school was reserved for us. Besides my own class there were classes for the partially sighted, the deaf, the orthopedically handicapped, and the mentally retarded.
>
> Very early I realized I was relegated to a world meant to be separate but equal. Upstairs was where the other, normal pupils learned and played. They walked to school each day; I arrived from a neighboring town in a special taxi. During recess I was sent to play with the other handicapped children in the "kitty-coop," a tiny porch divided from the inviting hubbub of the main playground by a high wire fence. One day each Spring the school emptied as the regular students left for their annual field day--those of us in the special classes stayed behind for our annual party, given by a group of volunteers.
>
> I belonged to a Girl Scout troop in my home town, but the contact with sighted girls my own age only heightened my sense that I lived apart. Because I was only with them during our weekly meetings, I didn't share their camaraderie, which grew out of a wealth of shared adventures and private jokes. I didn't know their teachers or their boyfriends. I hadn't been in geography class when the crow flew through the window. The troop leaders worried when I went with them on camping trips--I wasn't even allowed to toast my own marshmallows. It was no fun being different. I concluded that it was better to be like everybody else.

> Finally, in eighth grade, I was transferred to the public school in my own neighborhood. I determined to put the world of specialness behind me, and to pass in sighted society. I directed all of my energy toward proving that I was as competent as anyone who could see. As if the performance of difficult feats would ensure me a foothold, I learned to ride horseback, acted in school plays, and took part in a tumbling competition. They were all things I wanted to do, and I enjoyed doing them. But always I felt an extra sense of hidden triumph: I had shown them all at last. (Kent, pp. 14-15)

Other examples can be found in fiction, biography and autobiography, in all formats. Criteria for evaluating the representation of handicapped persons in media are referenced in Chapter 7, The Media Collection.

Personal experience with handicapped children and adults through observations, advocacy programs, friendships, and working relationships often stimulate the development of positive feelings about the handicapped. Talking to handicapped individuals about their disabilities, special needs or problems and their ways of coping and overcoming them contribute to one's understanding of the handicapped. But more important is talking simply as one person to another about anything other than disabilities.

Since attitudinal barriers are usually more difficult to overcome than architectural barriers, the handicapped welcome the opportunity to clarify understandings about who they are. Consult with the handicapped students themselves about ways to promote understanding that are comfortable for them. One student may enjoy leading a question and answer period while another would prefer private one to one interaction.

media specialist as manager of the media center

Most media specialists do not operate their media centers alone. Usually, many others are involved--paraprofessionals, paid and volunteer aides, and student helpers. All of those involved in the operation of the media center contribute to its environment, either positively or negatively.

Media specialists must accept the responsibility for seeing that the entire media center staff, both paid and volunteer, express themselves positively in relation to handicapped students. Media specialists who work to achieve professional competencies and positive personal understandings about the handicapped can serve as role models for other staff members; however, role modeling alone is not enough to insure that those positive attitudes "rub off" on others. In many cases, the media specialist must make the same types of learning and growing activities that they themselves undertook available to all media center staff members.

paid aides

Media aides should be encouraged to work with all students, including disabled students, and should be given opportunities to develop skills that will make their contacts with students easier and more effective. Many aides have responsibilities in the media center that involve a great deal of interaction with students. Define expectations for aides in relation to students as well as clerical and technical tasks. Ability to relate to students is an important critierion when aides are interviewed for their positions.

Expecting aides to work positively with handicapped students without previous experience may be asking too much. You may need to invest time and energy in helping aides develop better skills and attitudes. This will help insure that the media center environment remains warm and inviting for all students even when you are out of the facility.

To facilitate media aides' personal growth and skills acquisition, media specialists can provide informational materials to read and information about workshops and classes that may be helpful. Aides should also be included in media center and school in-service programs that deal with mainstreaming and handicap awareness.

Flexible scheduling of aide work hours or other compensation -- monetary or leave time -- are incentives that will encourage media aides to willingly undertake these activities. Additionally, media specialists should allow time to discuss the activities, provide reinforcement, and to plan with the aides ways of making use of new skills and understandings.

Aside from the advantage of insuring the carry-over of positive staff attitudes towards handicapped students in the media center, aides can also be assigned special roles and tasks that will meet unique needs of some students and that take advantage of aides' talents and interests. An aide who is handicapped can add a unique perspective. Aides might be asked, for instance, to tutor individuals who require extra help with some media skills, or to be an advocate for a group of students to meet their media needs. Especially when aides attempt to acquire additional skills, media specialists should make the most of what those aides have to offer, even if doing so means adjusting traditional aide responsibilities.

volunteers

Volunteers can assist in the media center by performing routine tasks that free the media specialist to work with more students and also by sharing special skills and talents that enrich the media program. In either case volunteers should be assigned specific tasks or roles and should be expected to work within the policies set up for all media staff members.

Many community resource persons have skills that enable them to work well and creatively with handicapped students (they may be disabled themselves) and could be asked to assist individual students who may have unique needs not easily met in a group setting. Also, they may serve as companions for "handicapped children (who) may need someone from outside the school to communicate with--someone who is not threatening." (Ruark and Melby, p. 24)

Other volunteers may be less suited to working closely with students but should nonetheless be expected to exhibit positive behavior and attitudes towards the handicapped. Volunteers should be observed and evaluated to see that they are not creating a negative environment through such behaviors as insensitivity, impatience, avoidance of some students, paternalism and talking down to students.

Including volunteers in awareness activities planned for other media staff members and making media center policies relating to handicapped students clear to volunteers will help alleviate many serious attitude problems. However, volunteers who perform tasks for the media specialist at the expense of students' self-esteem and progress cannot be considered assets to the program.

Student helpers

Students themselves can be valuable resources in the media center in performing a wide variety of tasks, while at the same time acquiring and strengthening media and employment skills. A well developed student aide program involves additional work for media specialists but carries with it rewards for both the students and media staff.

Depending on age, students can successfully take over many tasks that adult media staffers would otherwise do: equipment trafficking, projection, production, copy services, processing, circulation activities, typing, filing, housekeeping, etc. With training, students can take over tasks that free media professionals and paid aides to work a good deal more with students and teachers than with books, paper or pieces of equipment. Additionally, students with adequate skills training and the feeling of being needed and useful will take pride in their role and themselves and probably do a very good job with little supervision.

As in other media services and programs, all students including the handicapped should be considered potential student helpers. Assigning tasks to individual students should be based on their interests and aptitudes but not on an estimate of how quickly they can learn a particular task. The quality and success of a student helper program should be measured by how much learning takes place rather than the number of tasks that are performed.

For instance, one media specialist in Oregon spent months teaching a retarded boy to operate an autoload 16mm film projector. The training also included moving the projector throughout the building on schedule and taking responsibility for the care of both projector and films. The returns on the time investment were great--a dependable projectionist proud of his work and an equally-proud media specialist who had less equipment trafficking to worry about.

But what about the student, perhaps also retarded, who comes to the media center day after day to dust shelves? In comparison it does not look like much; in fact, it looks more like slave labor or marking time than learning. It certainly could be, but it could also be a student who has learned how to dust and what to dust, how to finish a large job systematically in smaller sections, where to find dust cloths and where to put dirty ones away. Additionally, the student may also be working on self-regulatory and employment skills: dependability, arriving on time, staying on task, etc. What is more, this particular student may be just as proud of his or her work as the projectionist and as willing to continue.

Student helpers, handicapped or not, should be aware of media center policies and their roles in the maintenance of a positive environment for all students. *Defining appropriate attitudes and behaviors is never enough.* Activities and discussions aimed at developing and strengthening understanding about similarities and differences among individuals and respect for human rights and dignity should accompany skills instruction. All student helpers must contribute positively to the media center environment as a condition of their program participation--no less should be expected or tolerated.

Working on attitude changes with media helpers involves both individual and group experiences and by no means should handicapped media helpers be excluded from these group activities and discussions.

Media Specialist as Resource to Teachers

Cooperating with classroom teachers to help them identify, select, design and product media resources for teaching and learning is one of the most significant and productive responsibilities of the media profession. Good cooperation is not accidental; it takes time and effort.

Cooperation happens when the media specialist:

- --is available and accessible to all teachers
- --is clearly willing to work with teachers
- --keeps abreast of new curricula
- --keeps records of teacher interests, plans, needs
- --initiates teacher contact
- --responds to specific requests
- --keeps teachers informed of new resources
- --involves teachers in the selection process

This kind of cooperation benefits all students in the school and makes both teaching and learning more relevant, interesting, and rewarding. When new challenges such as mainstreaming arise, requiring new resources and new ways of adapting and utilizing the existing collection and curricula, this cooperation becomes even more essential.

The media specialist is most often the avenue by which resources outside of the building and district collections are located and brought into the school, either for purchase or on loan. District media special education supervisors, as well as building-level special educators, are good resource persons to contact to help locate needed media from outside sources. New ideas in working with handicapped students can come from sources such as Teaching Exceptional Children, published by the Council for Exceptional Children. Also, look for special education media collections in your state; some of these may be connected with teacher training institutions. Collections from which materials may be borrowed can be found at building, district, county, state and national levels.

Within the school, in cooperation with other teachers and special education resource person, media specialists can initiate and organize a network to identify new and varied uses for the building media collection.

inservice

As mainstreaming goes into effect classroom teachers indicate that they are lacking knowledge of handicapping conditions, identification procedures, curriculum planning, and techniques and materials for instruction of the handicapped. If teachers are to be given the primary responsibility for planning educational programs for handicapped students, they must be given ample support in learning how to design and carry out the appropriate educational plans. The success of mainstreaming depends upon the cooperation of specialists within the school in designing in-service programs to provide this background.

As a resource to teachers, media specialists will want to cooperate with special educators in organizing faculty in-service programs. For teachers wanting more information about handicaps and about meeting the educational and psychological needs of handicapped students, media specialists can arrange for speakers, films, equipment and media fairs--any possibilities that may help satisfy their informational needs. Other in-service topics may include experiential activities directed at heightening teacher awareness and sensitivity to the needs of handicapped students. Media specialists are not the source of all this information, but should work with special educators to draw upon a variety of resources: disabled people, district level personnel, university and college faculty, state department of education personnel, etc.

The media specialist should take part in the design of short and long range staff development plans on which in-services are based. These plans include three stages:

awareness -- the entire professional staff should be provided with a basic knowledge of disabling conditions, P.L. 94-142 and architectural barriers. This awareness should include acquiring attitudinal insights as well as concrete information, serving to highlight handicapped students' needs. When possible include classified staff (janitors, cooks, aides, etc.) in in-service training, especially for the awareness activities. Their attitudes strongly affect the success of mainstreaming in a school.

skill acquisition -- building on the awareness level, the staff will need new skills, methods and techniques to meet the needs of the students.

individualized teacher instruction -- once the entire staff has acquired a foundation of knowledge and skills in relation to the needs of handicapped students, additional individual programs must be designed for specific follow-up evaluation and assistance. There is no substitute for meeting specific individual needs.

Maintaining and building a professional library collection for teachers that is comprehensive, accessible and easily used is another aspect of the media specialist's role as a resource to teachers. Media specialists can find many items through traditional methods--professional education and media journals, teacher magazines, etc. At the same time, expand the search to include special education journals and association newsletters. Ask to be placed on mailing lists of special education associations, special projects, state departments of education, and companies that specialize in media and equipment for handicapped users. The Library of Congress National Library Service for the Blind and Physically Handicapped (NLS) disseminates newsletters and bibliographies, as do many other government agencies.

Check all these resources for pertinent articles, free and inexpensive materials, media and equipment advertisements, and bibliographies. For very little investment, you can accumulate a diverse collection of interesting and practical items that will probably get more use than comprehensive texts.

Use is the measure of a good professional collection. The following suggestions will help the media specialists in promoting and expanding that usage:

--circulate items. Deliver specific items to teachers in response to requests or needs. But do not always wait to be asked--deliver items you think might be useful to them.

--distribute bibliographies: mainstreaming, handicapping conditions, etc.

--distribute lists of new materails for use with handicapped students.

--attach notes to periodical covers to call attention to articles relevant to mainstreaming and special students.

- -develop an easy system for getting teacher input about items and for sharing input with other teachers.
- -disseminate teacher comments and evaluations about specific items and suggestions for use with handicapped students.
- -keep the professional collection up-to-date.
- -include line item in budget for additional selection tools.

Let the teachers help you and each other by filling out simple review forms on the materials they read, view and listen to. On the basis of these reviews you will be able to weed out useless items and direct teachers to relevant information. Ask special educators to review specific special education materials in terms of their usefulness for other teachers.

Media Specialist as Team Member

Besides being a resource person to teachers, media specialists further cooperate with building faculty in designing and implementing instruction for both the classroom and media center. Extensive coordination between the two enhances learning by providing complementary instruction and varying experiences aimed at achieving specific educational goals.

Because the media center provides a more relaxed and informal setting than the classroom, the media specialist can observe and informally assess students' abilities and skill levels in academic and nonacademic areas. Based on their interaction with individual students, media specialists can give input to other teachers.

By considering yourself a part of the instructional team, you can more easily keep abreast with what classroom teachers are doing as well as learn more about individual students. In working closely with classroom and special education teachers, you can obtain information about student's learning styles, their strengths and weaknesses, their habits and their needs. Additionally, team members can provide suggestions for dealing specifically with certain students, including methods, techniques and strategies that they have found most effective.

A new role for the media specialist and one of the most important ones is participation on the team that develops Individual Education Programs (IEPs) for handicapped students. As a media specialist you have the training, knowledge and expertise to work on instructional design and make suggestions for mediating that instruction for individual students. In this capacity you can point out specific materials, relate how they have been used in various instructional situations, give ideas for new and innovative ways to use those materials, suggest appropriate commercial materials which could be purchased, and borrowing and funding sources for supplementing the collection. In addition, you can suggest alternative media formats and appropriate audio-visual equipment. When materials are not available which meet the specific goals of an IEP, you can assist in the design and production of items to meet that need.

If you are a part of the team which plans the IEP you will be able to more easily carry its goals and objectives over into the media program. The IEP itself and the team members who developed it will be ready resources as you work with the handicapped student.

The team approach which involves classroom teachers, special educators and media specialists benefits all participants and most importantly the student. Cooperative team planning results in positive, creative and constructive ways of meeting the needs of individual students.

Media Specialist and Administration

The building administrator, the principal, is the key to establishing the atmosphere within the school necessary for mainstreaming to succeed. The principal must be aware of the physical, social, emotional and intellectual needs of the handicapped as well as the needs and concerns of the staff members who work more directly with special students. Perhaps the most difficult challenge for the principal is to find ways to provide additional information and in-service training for staff members and extra time for them to work with the students.

The media specialist can assist the principal by supplying information and helping to plan and carry out in-service programs for teachers. Administrators should be included with other teachers in the network for circulating professional materials and obtaining comments, evaluations and suggestions for use. Administrators often receive materials and announcements of new materials that do not come through the media center. Take the initiative with administrators in seeing that those materials reach all the faculty.

Media Specialists and Nonhandicapped Students

Research studies have shown that even very young children are aware of physical differences among people and that they often react negatively to physically handicapped persons. (Monson and Shurtleff, p. 165) Such reactions may reflect parental prejudices. Whatever the cause, as they get older, children begin to distinguish and negatively judge intellectual and social/behavioral differences as well. Most children grow up isolated from handicapped persons and have neither personal knowledge of handicaps nor one-to-one experiences with handicapped individuals.

Because of mainstreaming more students are brought into contact with handicapped persons at an earlier age but not, however, early enough to prevent the development of prejudicial feelings and fears. Part of the success of mainstreaming rests in the elimination of nonhandicapped students' negative feelings toward handicapped individuals.

Media specialists can help by providing information about handicaps and suggest print and nonprint materials that positively represent handicapped persons. (See Chapter 7, The Media Collection) Such materials can be utilized in ways that accustom students to seeing, hearing and reading about the handicapped in any given situation. The expectation is that students will eventually lose their fear and become more open to personal relationships with persons different from themselves.

You can also provide awareness activities in the media center designed to sensitize nonhandicapped students to the problems and feelings of their handicapped peers and to help break down attitudinal barriers between them. Attitudinal changes can be addressed through literature, films, speakers and experiential activities.

Of great importance is your attitude and behavior as a role model for students. Expressing yourself positively towards handicapped students will help other students do so as well. Remember, however, that positive behavior towards the handicapped means treating them like any other students. Nonhandicapped students will resent the handicapped student who "gets away with murder."

Another source of possible resentment of nonhandicapped students towards handicapped may be any specialized equipment or materials designed for use by one or only a few students. Give special students priority use, but if possible allow other students access as well. For very specialized equipment such as the Optacon (see Chapter 8, Equipment) invite the handicapped user to demonstrate and explain its use. At all costs, avoid labeling and limiting any item in the media center.

Media specialists should try to be open and honest with students and to encourage questions and discussions about handicaps, human differences and similarities, feelings and fears. All students, both handicapped and nonhandicapped, should feel comfortable in coming to you with questions and requests for information and assistance.

Media Specialist and the Handicapped Student

Handicapped students should be included in all media center activities--they should neither be left out nor isolated and labeled by separate activities. Programs should be designed so that each student can do well while being involved with other students. This can be accomplished by dividing the various aspects of an activity among the group members making sure that each student, while being challenged, also has an opportunity for success.

Roles can also be assigned in groups: record information, check for accuracy, facilitate the interaction, observe and make suggestions for improving interaction, operate equipment, collect materials, type, present findings, illustrate ideas (point to words, illustrations, maps), turn pages. Try to vary these roles so one student does not always perform the same function. However, be aware that repetition of a role might be what one student needs to build self-confidence and develop the skill.

Be sure to invite handicapped students to take part in awareness activities designed to promote understanding among students. In most cases, handicapped students are no more tolerant of human differences than other students are. It is a myth that disabled persons are in some kind of symbiotic communion with all other disabled persons. The saintly-looking waif in a wheelchair certainly can be just as intolerant of others as the next kid. Media specialists should not be embarrassed or uncomfortable discussing handicaps and other differences with groups that include a handicapped student. Tell students if you will be discussing handicaps similar to theirs; ask them if they wish to participate thereby giving them the option to accept, or refuse; check with parents and keep them informed about such activities.

The media specialist should act as a sensitive facilitator in promoting thoughtful interaction during awareness activities or make arrangements for a professional/trained facilitator to be available. Try to assure that guilt, defensiveness and further polarization are not the outcomes.

Handicapped students are one of your best resources for developing awareness activities for other students. They are usually in tune with how people are responding to them and they also know how they want to be responded to. Many can articulate the changes they would like to see. Media specialists can find out how the handicapped students feel and help translate those feelings into activities for other students.

One of the central goals of P.L. 94-142 is to achieve a normalization of handicapped students' lives through equal education opportunities in the mainstream of society. In the mainstream the handicapped student will have to learn to cope with many of the restrictions society places on all people. While efforts should be made in the media center to accommodate the handicapped student, this should not be done by eliminating all rules, watering down policies, or exempting handicapped students from complaince. The handicapped student is to be regarded as an equal participant and therefore needs to learn to abide by the same principles.

The reasons for the rules and policies must be evaluated. For example, is a time limit on how long items can be checked out really necessary or does such a policy set artificial restrictions for everyone? If there is a valid reason for a rule it should apply to all students. Valid reasons include safety and a consideration for the rights and views of others. A procedure is designed to facilitate a rule; the procedure can be flexible; the rule, if truly valid, should stand.

What is important is that the students learn how to behave appropriately in varying situations, to be responsible for their actions, care for property and the physical safety of themselves and others. Learning to follow rules and work within structures (whether it is society in general or the media center) are essential skills for everyone.

A rule for maintaining an appropriate noise level in the media center fosters consideration for others. However, what about the deaf student who may occasionally speak too loudly? While such behavior certainly should not be punishable, that student also must be made aware of the rule and why it exists, and should be receiving help on monitoring voice level. Consistency is important. The media specialist, as a member of the team will learn the cues that other teachers use to help the student with this process. The student should neither be humiliated nor allowed to go undisciplined.

Part of acquainting students with media center rules and standard procedures occurs through the orientation program. (See Services-Orientation) Time spent in orienting students will help them to understand what is expected of them.

Through flexibility, openness, and equal treatment media specialists express their belief that handicapped students are equal members of the school community. You show your concern and commitment to all students in providing innovative programs that are positive and success-oriented and by establishing positive and reasonable expectations for all students, including the handicapped.

In working with all students you should maintain a measure of flexibility necessary for meeting the needs of a diversified audience. If you intend to teach media skills utilizing a commercial scope and sequence presented in workbook format, you will probably be disappointed in the results. Many students will be unsuccessful and unhappy, so will you. Flexibility involves looking at alternatives (media, time schedules, procedures, instructional methods, class groups, etc.) and selecting the alternatives that best serve immediate needs. Flexibility contributes to success-oriented programs that generate enthusiasm, interest, and motivation.

Being open to questions and one-to-one communication demonstrates to all students that you care about them as individuals and that they are worthy of your time. Students do not always come to the media center with research questions. Often they want to know what you think and know. A student who feels comfortable on an interpersonal level will gain confidence and will transfer that confidence into the teaching/learning situation.

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PROGRAMS

The media center program is the system by which the media staff makes the facility, equipment and media collection accessible to the entire school community through media services and instruction. This section describes ways to make the media program responsive to the needs and interests of handicapped students in the school.

Media programs have two major elements, services and instruction, which may overlap. For example, sometimes student Instruction in the media center is a service for the students' teachers. Orientation programs are both service and instruction. And, many services contain instructional elements.

"Services" include the following: technical services (circulation, cataloging, etc.), in-service, consultation, production, public relations, orientation, and special activities (student workshops, contests, etc.). "Instruction" includes three main areas: a media skills scope and sequence, instructional methods, and special instructional considerations such as body language. The media program is the combination of these services and instruction--the system for putting the building's media resources in the hands of users.

CHAPTER 5. PROGRAMS-SERVICES

Services are the ways by which the media staff provides a successful media program. The same services are needed to provide handicapped students equal access to the media program. This section will delineate specific media services and demonstrate how minor changes can often make those services available to the handicapped student. The section also includes some of the special services the media staff can provide to help make mainstreaming a successful and positive experience.

Technical Services

Cataloging is standardized so that the ability to use the system can be transferred to other library/media situations. Mastering that system is an important skill in the lifelong learning process. Changing your cataloging system -- besides being an almost impossible task -- would create a great deal of confusion and ultimately prove a disservice to the users. For instance, using accession numbers rather than Dewey may give students an advantage in finding an item in your media center, but would greatly handicap their use of other libraries.

When a disabling condition totally precludes use of the standard cataloging system, consider adapting catalog formats for particular situations. For example a book catalog of large print books printed in large print is a logical format or you may determine a need for audio taping a catalog of certain sections of your collection. (e.g. your tape collection) But remember that motivating students to become familiar with standard systems will go further toward encouraging their independent and successful usage of media in the future.

The service of media selection is covered in Chapter 7, The Media Collection. Most of the good sense policies you use in ordering all materials are no different from those you should use in locating and choosing media for handicapped students:

--be aware of needs, encouraging students and school staff to make their needs known to you;

--be aware of media availability;

--have established criteria for judging quality;

--preview whenever possible.

Some things to keep in mind when selecting materials for handicapped students:

--new needs may emerge when the school's handicapped population changes

--different materials may be necessary to meet those needs

--production quality is all the more important

--biases in materials need to be perceived

Processing materials will again depend on the unique needs of your school population. Heavy-duty binding and reinforcement might make students with dexterity problems (and you) more comfortable, knowing that a book will stand up under strenuous usage. Laminating can preserve certain materials. Mounting such things as pictures and maps may increase their usage by students who cannot work flat on a table or on the floor.

Processing may necessitate the changing of a packaging format. Bulky, cumbersome or flimsy packages may not suit a student's needs. Perhaps reinforcemnt, handles on boxes, or special labels can make those materials usable by more students. Loops attached to items to be placed on higher shelves might enable a shorter or wheelchair student to use a pole to get the item down.

Maintenance of materials and equipment is covered in Chapter 8, Equipment. It is a service that often is handled haphazardly. Remember that the learning process may be cut short for some students if vital equipment is out of order. Students (including handicapped) can be assigned to regularly monitor and check software quality and hardware functioning. Students can also handle simple maintenance procedures, i.e., cleaning, oiling, etc. Lines of communication should be kept open with repair services and personnel so that when items do break down, the repair time will be minimal.

Anticipation may be one of the best ways to extend the usage of materials: reinforce the things that will get strenuous use. Examine items carefully during processing: substitute more substantial markers for games, mount and laminate game boards, add clearer directions, make suggestions for use so that the new materials will really meet the needs of the audience for whom they are intended.

Circulation

There are probably more rules and procedures connected with the circulation of materials than with any other service of the media center. Evaluating your circulation system to determine which rules and procedures are really necessary may be the first step in facilitating circulation for all students. How many of your procedures are barriers? Is excessive paperwork required? Could the process for checking out materials be simplified for all? Are there unnecessary limits placed on use of materials: length of time items can be checked out, number of items out at a time, type of materials that can leave the media center and building, only certain times for checking out? Restricted use, while being an inconvenience for some, might be an absolute barrier for others. Weigh the pros and cons of all procedures. Will a student who uses crutches have to carry around an item or make an extra trip to his locker because there is no check out time at the end of the day? Will he be able to carry all the materials he needs? Will he decide not to bother at all...?

Check-out systems can be designed that require little help or supervision and that foster independence. Secondary schools might do well to examine the simplified systems often used in lower grades.

Being flexible does not mean bending the rules. It should be a stated policy of the media center that every effort will be made to accommodate all users. Procedures should not bar the way.

Reference

Reference work for handicapped students requires the same individual approach used with all students. Some students need simple answers, some directions, some guidance, or some demonstration. School media reference involves more than just getting the information to the user. It means helping that user master reference skills. Challenge each individual to make the best use of the reference system within his/her capabilities.

Current trends for educational accountability and fiscal responsibility promote networking and interlibrary loan activities as well as other cooperative ventures. In light of current trends, the media specialist should recognize the opportunity for tapping other resources to assist in reference. It is necessary to become better acquainted with additional sources of information such as public libraries, human resources, special libraries, government agencies, museums, and other organizations in order to meet specific student needs. Basic to reference service is the provision of media in various forms to help a student in locating information on any topic. Other agencies may provide the needed resources when they are not available in the building collection.

Information service implies that the media specialist is available to answer questions that a user poses. The manner in which this service is rendered is crucial in setting the tone for all other service areas. Sensitivity to individual differences is paramount. Your attitude about making yourself available and approachable helps eliminate one of the barriers that prevents questions from being asked.

Inservice

Sometimes the media specialist will plan and conduct inservices based on media: how to adapt and design materials for the handicapped student, how to produce those materials, presentation of new materials for or about the handicapped, etc. You do not always have to conduct the inservice yourself. But you may be a spark to get the process going, a monitor to insure its success, a facilitator of its functioning, or the organizer of the activity.

An inservice or workshop must arise from the needs of those who will participate. Those needs can be determined by your personal observations, by the statistics you keep on the use (and misuse) of the media center, or in response to direct criticism or requests for assistance. (Wilkens, p. 43) (e.g., do handicapped use the media center? do teachers encourage and plan to bring handicapped students to the center? do teachers request and use specialized materials?) You can also initiate surveys to assess specific needs which might be met by inservice sessions. Remember, the closer your inservice objectives are to meeting the stated needs of the participants, the greater will be their commitment to participate. Try to involve the participants in the planning. Individuals with recognized needs often have suggestions about how to meet those needs.

Develop a plan for evaluation of the inservice program. Evaluation will encourage feedback from participants and will provide support for future inservice programs and the hard data for accountability. Besides immediate feedback on the actual inservice session, it is important to assess its impact through follow-up evaluation. Such follow-up will clarify avenues to accomplishing long range goals.

inservice resources

Your first resource for inservice content is your building staff. Special educators have the experience and specialized training for working with handicapped students. Administrators, regular teachers and students have insights, skills and experiences that can help others. You have specific skills and insights in the use of new equipment and materials for handicapped students which can benefit the school. Draw upon the expertise of those around you.

Going beyond your school for resources will make different perspectives and experiences available:

--School district

--Regional education agencies

--State Departments of Education

--Local, State and National Organizations

--Universities and Colleges

--Government Agencies

--Parents

--Community Groups and Individuals

The above are excellent resources for speakers, films, printed information and a network of references. Try to achieve a balance of building and outside resources as both have much to contribute.

Consultation

In order to maintain effective services, media specialists must seek ways to constantly assess the informational, instructional, and recreational needs of users. Consultation with teachers and students, through formal and informal encounters, is the best way of keeping abreast of changing needs and of providing services and materials that are relevant to them:

--keep abreast of changing needs:

    curriculum requirements
    new resources
    interest trends
    new students and/or teachers
    educational technique and theory innovation
    availability of new equipment
    self-esteem needs of handicapped students

--provide relevant services:

    expanded networking within and outside building
    new inservice workshops
    additional orientation

orientation to new materials

activities based on transitory needs (fads)

selection priorities

--work with teachers and other team members on instructional design:

> "identify student interests and abilities,
> identify goals and objectives,
> select appropriate commercial materials,
> identify teaching methodologies,
> suggest alternative modes of presenting audiovisual materials,
> produce materials particularly for these (disabled) students,
> develop criterion-referenced means of evaluating competencies, and
> specify alternative means of evaluating the entire course."
> (Chisholm and Ely, p. 21)

Through consultation with students and staff, media specialists can obtain input about all facets of the media program. The purpose of the media program is to serve all possible users--to meet their needs. Their comments, suggestions, criticisms, and requests should be utilized to fashion a program of services tailored to the users.

You may gather this information during informal conversations, via suggestion boxes and through more formal survey questionnaires. In any case, record the information in a file or notebook as justification for and documentation of changes that are made.

Production

A well equipped and functioning media production center can be a great asset to any media program in attempting to meet the needs of handicapped students. The media specialist's primary emphasis should be on designing materials as part of the school's instructional program, rather than on actual production. Special instruction should be scheduled to train teachers, aides and students in basic production skills. Part of volunteer or aide programs may include specific responsibilities for production. Facilities, equipment and supplies for production should be available for use by the entire school.

Production is an essential resource in serving special students. At times minor modifications may make an item usable by handicapped students and their teachers. Other times, the whole format may need to be changed, such as changing audio to visual or visual to audio. It is important to be aware of copyright laws in making modifications and reproducing materials. (See Appendix A-Copyright Considerations).

A simple production technique is to type ditto masters in large print (primary type). Whenever possible, photocopy handouts for students with vision problems or give them the ditto master; purple ink on white background is one of the hardest colors to read. Ditto the rest for cost efficiency. Consider changing the ink color on dittos for all students.

Part of the selection process for new materials is to identify items that not only meet content needs but also format considerations. For materials that are not commercially available in the format you need or that cannot be purchased for various reasons, an alternative is to design and produce your own materials. You can produce special units, individual learning packets, practice exercises, supplementary lessons, etc.

If your school has videotape equipment you have an excellent opportunity to tape the many commercial and educational television specials on handicapped people. While these programs vary in quality, they often depict handicapped people in social and career situations which help to eliminate stereotypes and provide role models for students. When such programming is negative and biased in depicting handicapped persons, it can be used as a basis for clarifying issues and expressing feelings. While it might seem a waste of time to tape and view a blatantly biased production, be aware that these programs are watched and can reinforce attitudinal barriers. It is often better to confront rather than ignore the issue.

Public Relations

The media specialist has a major part to play in communicating the media center image to the community and the school. Giving the media program constant visibility in the school and community fosters interest, participation and support.

Start by keeping the school informed about what is happening in the media center, particularly those activities which enhance and promote your philosophy of service for all the school community. Establish a system for getting the word out. Feature special activities and the arrival of new equipment and materials in the school paper. Send out flyers and post announcements around the school about upcoming media events. Consider a monthly newsletter (preferably a student production) to highlight events and services in the media center. Regular announcements to teachers will help keep them abreast of what is going on.

Give open houses in the media center whenever you make changes, obtain items of special interest or have displays you want to call attention to. A half-hour coffee/tea can provide a relaxed atmosphere for establishing the media center as a pleasant place to be. Focusing on a new idea, materials or equipment may give a teacher an insight for working with a particular handicapped student.

Displays and bulletin boards in the media center and throughout the school can highlight new materials and equipment. They also convey your media and mainstreaming philosophy.

At times such displays can feature handicapped people, but handle this with a great deal of sensitivity. At all times remember that 10-15% of the population is composed of persons with some form of "exceptionality". (Council for Exceptional Children). Just as you will attempt to depict women, older people and other minorities in regular social situations, so must you also include handicapped persons.

Make sure that you carry out your mainstreaming philosophy in the format of your displays. Do not make displays only for people with 20-20 vision. Lettering should be large and easy to read. (Large letters on light background; black on yellow is best). Try raised letters, taped commentary, touchable displays. Be aware of single concept ideas and color contrast for visual acuity. Keep things on levels within reach or view of audience.

The community is always monitoring tax dollars and is watching the effects of mainstreaming with interest. Unfortunately there has been much negative publicity on the subject. The media center is a good location for community open houses which give visibility to programs for handicapped students. Such an event may allow a concerned parent or citizen to better understand the functioning of the media center and its role in mainstreaming.

Media specialists should take advantage of the many resources available in the community. Community residents are often pleased to help in the media center as volunteers and resource speakers but few come without being asked. It is the responsibility of the media specialist to inform the community about media programs and activities and to identify persons or groups who have information, skills or talents which can enhance a media program.

Involve the parents of handicapped students in informational forums or informal discussions. Select individuals from the community, particularly parents, handicapped persons or those who work with handicapped persons, to serve on an advisory committee for the media center. This committee can be helpful not only for public relations but also for locating resource people in the community.

Setting up a program for bringing handicapped persons into your school can "open doors for the 'growing up' dreams of handicapped students presenting them with real-life models." (Stern and Redden, p. 43) Contact organizations such as the American Coalition of Citizens with Disabilities, and National Federation of the Blind. The American Association for the Advancement of Science has published a directory of handicapped scientists as part of a role model project. The directory includes 500 handicapped scientists who are willing to speak in schools about education and careers. (See Resources, p. 162) Such a program can provide nonhandicapped students with a new perspective of disabled persons and can also assist you and your staff in developing positive attitudes.

Orientation

Planning media center orientation programs for students is the responsibility of the media specialist. As with other aspects of media program planning, consulting with classroom and special education teachers to ensure that the orientation presentation will be suitable for all students is a must. Avoid orientations designed only for certain students and labeled "special".

Make the orientation flexible by having all components available in varied formats, readily interchangeable. For instance, information can be printed in standard and large type, Brailled, photocopied, or put on transparencies, and tape recorded. Presentation of the information should include a combination of as many formats as are applicable to the diverse needs of your students. Media center guides and handbooks should also be available in varied formats.

The purpose is to convey all necessary information to all students, while avoiding unnecessary repetition for individuals or groups and the stigmatization of some students requiring "special" attention.

Of course, there will be situations where some students will need supplementary orientation. Blind and visually impaired learners may need mobility assistance to learn the layout of the center and reorientation if furniture, environment etc., is moved. Mentally retarded students entering secondary school may have difficulty absorbing the large amounts of information presented in one-time-only orientations. Preparing sound/slide programs and videotaping presentations for repeated playback can help. Approaching orientation as an ongoing, systematic service rather than as an annual event will alleviate this problem.

Many students will need reinforcement of information presented during orientation. Have the information available at all times for individual reference. Observe students and note individual needs for repetition and practice. Provide the assistance individually and informally as part of your everyday service to users. Do not call adverse attention to students needing help by requiring attendance at additional sessions.

Special Activities While media specialists may not be able to initiate all of the following activities, they should be supportive of their purposes and functions.

Field Trips: Isolation is a problem which may frequently plague the handicapped student. Because of the "inconvenience" of transporting students on special field trips, they have often been left out of such activities. Since all public facilities, with the exceptions of historical sites, are required by law to be barrier-free, students will have great opportunities for field trip experiences. Select places that will accommodate all your students. Special transportation can be arranged and students can help each other. Field trips are not just frivolous outings. They play an important part in the educational process and all students should have the opportunity to participate for their social and academic enrichment.

Guest Speakers: Positive role models for handicapped students are often lacking because students seldom see adults functioning successfully in spite of limitations. (In one case, a small deaf boy assumed that when he grew up he would not be deaf because he had never met a deaf adult.) By asking guest speakers who are handicapped to come to your media center to speak about their topic of expertise (not their handicap) you provide needed role models for special students and help break stereotypes for other students. However, do not discourage students from asking questions about the speaker's disability.

Student Workshops: Presenting student workshops is a service covering a variety of interests, needs and concerns. Design workshops so all can participate, excluding neither handicapped nor nonhandicapped students. Special topics relating to handicapped students may be included:

- handicap awareness
- instruction on use and maintenance of special equipment
- production of special materials
- instruction on transcribing written material onto tape
- instruction on tutoring
- exploration of new environments
- special skills: sign language, brailling, lipreading
- drama: mime, signed theatre, puppetry
- biographical sketches on famous handicapped persons
- poetry and song workshops emphasizing personal feelings
- techniques of group interaction and facilitation
- sensitivity training

Storytelling and booktalks: Feature materials both by and about handicapped individuals. Make sure the formats of presentation meet the needs of your audience. For example, a story might be acted out or mimed, illustrated with transparencies, flannel board, displays, etc.

Other activities: Encourage student use of the media center with gimmicks and come-ons:

- Contests which stress creativity without emphasizing individual competition or which allow students to work cooperatively (paired, groups, classrooms, grade levels).

--Contests based on luck or guesswork as opposed to skill mastery, or "everyone's a winner" contests.

--Contests where rewards are corporate or efforts go for a common cause: Multiple Sclerosis Read-a-thon; coupon and label collection/redemption programs,...

--Media fairs highlighting materials by, for, and about persons with handicaps.

--Day, week or month set aside for topical emphasis: Blind Awareness Week, Barriers Awareness Month...

--Birthday recognition of famous handicapped persons: Helen Keller Day, Wilma Rudolph, FDR, Steven Hawking, Thomas Edison... (researching and setting up these events would be good student-involvement projects.)

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CHAPTER 6. PROGRAMS-INSTRUCTION

This section will deal with three aspects of instruction:

1) Skills that should be taught in the media center (including a rationale for why media skills instruction is necessary).
2) Methods that make instruction more relevant to the needs of students with handicaps.
3) Special "instructional considerations" for handicapped students that make teaching more effective and conversely actions of media specialists/teachers that create barriers to learning.

media skills instruction: content

Learning basic media skills is an important part of a student's regular school experience. Instruction in these skills is therefore a major component of a quality media program at all levels, grades K-12. Those skills include locating, using and communicating information.

More specifically through a sequential program of media kills instruction students acquire the ability to:

--identify and locate media, or specific contents of media (print and nonprint) after a search.

--read, listen to, and view a variety of materials.

--locate and select pertinent materials to meet specific needs and specific learning objectives.

--select one medium over another, or one part of a material over another part, for some particular learning objective (matching, selecting, distinguishing).

--evaluate sources of information, identify authors' intent, and recognize propaganda.

--interpret information which requires skills in judging authoritativeness of sources.

--utilize, comprehend, and apply information derived from print and nonprint media.

--take notes and record sources.

--organize information in outline form of sequential arrangement.

--select the best medium for summarizing and presenting material.

--design and produce media.

--present material verbally or pictorially in a clear, concise manner.

--communicate ideas effectively.

Handicapped studnets are not exempt from tackling these skills. Although not all students will reach an advanced level in utilizing these skills most can reach a functional level. Therefore, every student should be challenged to achieve his/her highest potential. All students need to be taught how to select and process the barrage of information bombarding us through all media, from books to television.

Teaching these skills throughout the educational process should bring most students to a functional level of media discrimination. This will not happen however without a well designed system of skills instruction in each school. An effective instructional skills continuum for each student and the integration of these skills with relevant curriculum content can best be implemented through the cooperative planning of the classroom teacher and the building media specialist.

media skills sequence

Appendix A presents an example of a media skills sequence which is designed to reflect a continuum from pre-school through high school in two main media-related areas:

--comprehension-study skills.

--identification-utilization skills for instructional materials and audio-visual equipment.

The two areas have been divided into ten levels. These levels do not correspond to grades, but represent groupings of skills at developmental stages. It is important to note that students need not be compared with their peers in terms of skill acquisition but rather viewed at a point along a continuum.

This type of sequence can be utilized to serve a number of functions, depending on the combined needs of the school's media center, regular classrooms, and special education program. Three such uses are briefly described:

1) as an assessment tool,
2) as a scope and sequence for instruction--a "what comes next" approach; and
3) to assist in the organization of instructional materials.

1. Assessment: Determination of what skills a student has and does not have is an important prerequisite to a sound instructional program of media skills. Through assessment, a student's strengths and weaknesses are enumerated, and the individuals' learning styles and modalities are identified.

This information leads to more efficient instruction. The special educator, classroom teacher, and media specialist can concentrate on those areas of deficiency. Knowing in what type of environment a student learns best, how to present material (format) and at what rate, and what forms of sensory in-put/out-put are most effective, can significantly enhance instruction.

Assessment can take two forms: the performance test approach and the observational approach. The performance test approach yields the most objective, detailed and precise information. Performance indicators must be developed for each skill in the continuum. The performance test should include for each performance indicator:

--a test item that accurately reflects the given skill and does not measure or require other skills, including the student's ability to see, hear, move, etc.;

--directions to the tester including needed materials; and

--criteria for acceptable demonstration of that skill.

Designing non-discirminatory test items is at best difficult and needs to be viewed in terms of cost efficiency (writing and administration time vs. information yielded).

A viable alternative to this rather painstaking approach calls for a more subjective, observational assessment. This method requires the media specialist and/or other teachers to:

--observe the student in action (ideally in a realistic situation requiring the use of the skills being measured);

--decide whether or not the student has mastered the skill.

This approach lacks consistency in measurement. However, larger groups of students can be assessed at one time and the assessment situation is more informal. The time saved is perhaps the most salient feature of this approach.

2. Scope and sequence for instruction: An instructional skills continuum is designed to assist in actual instruction. It gives a clear idea of "what is next". The determination of what is to be taught is based on the assessment. Once students have demonstrated mastery of a given skill, they will move on to the next unmastered skill. Using assessment information, students can be grouped according to their needs (i.e., all students needing

to master a specific level of card catalog utilization can work together, while those learning to operate a 16mm projector can form another group.)

3. Organization of instructional materials: Developing learning centers is an excellent method for managing instruction. Centers can be developed with all types of students in mind, accommodating a wide range of ages, interests, and abilities and bringing together the materials, equipment and supplies needed to master particular skills. Efficient organization promotes student independence and allows teachers to spend their time with students rather than materials.

record keeping

Methods for recording data are individual, varying with training, program needs, and personal teaching styles. Several examples of forms for recording both assessment information and student progress are presented in Appendix B. They attempt to incorporate both functions as simply as possible.

Example No. 1 is designed to accompany a more detailed assessment guide which includes specific test items. Correct responses are X'd; incorrect responses are circled. A clear picture of what skills a student has and does not have is produced.

Examples No. 2 and 3 are assessment guides and record sheets in one. They are used for subjective analysis of student behavior and record of skills acquisition.

Media specialists need to select or develop forms that meet their particular needs.

Methods

The following methods of instruction may be effective for both handicapped and nonhandicapped students.

I. task analysis is the process of dividing skills into incremental steps to identify the logically ordered components of a particular skill and to aid in pinpointing an obstacle which may be preventing a student from mastering that skill.

EX. Student is able to find a single word topic in a book by using the book's index.

1. Student opens book.
2. Student locates index in book.
3. Student learns organization of index and directions for use.
4. Student locates index page in alphabetical range of topic.
5. Student locates initial letter of topic.
6. Student locates second letter of topic etc.
7. Student locates topic.
8. Student locates page number where topic is discussed.
9. Student turns to page where topic is discussed.
10. Student locates topic on page.

The task analysis method can be used in three basic ways:

1. The student attempts the task while an observer monitors progress. When the observer pinpoints a problem the student is given further instruction and practice.
2. The student performs the first step of a task. The instructor then completes the task explaining each step to the student. The student then performs the first two steps etc., adding a step each time the instructor works through the task.

3. The instructor explains and completes each step of a task allowing the student to complete the final step. Each time the task is repeated the student completes one more step working backwards. In each case the student finishes the task and feels a sense of success. (This is called reverse chaining)

Every media skill does not need to be task-analyzed completely. Be aware that all skills consist of many components. Break down only those areas where students need special help. Through task analysis you will be able to develop activities for learning each step. Mastering a particular component step (i.e., alphabetizing) will be transferable to mastery of other skills.

II. equipment

Media specialists should be aware of the many ways that media equipment can be used by students and teachers in the instructional and learning process. It is through the hardware that we have access to a multitude of commercial and other productions. Staff and students can produce materials that utilize available equipment in effective and creative ways.

Standard hardware found in many media centers can be utilized for many aspects of the teaching learning process. Equipment provides a way, other than print, for the media specialist and other teachers to present information to many students at different times, without repeating it themselves. Also, information accessed through media equipment can be stored for future use; access is not dependent upon the media specialist's having time to repeat it verbally. Much of this information (tests, directions, etc.) may already be easily accessible in print formats, but students should have aternatives available for follow-up activities and future reinforcement.

The following teaching and learning procedures can be accomplished through equipment utilization:

Pre-testing -- Equipment can be used to determine skill levels and to assess individual student needs. Test materials and instructions can be presented with equipment; likewise students can give their responses using equipment. For example, a student might view a film and recite answers into a tape recorder. Individualized tests could be given at the same time to several students with little or no teacher participation.

Giving Directions -- Through the use of hardware the media specialist can plan, illustrate or give step-by-step directions. The student can review the directions as often as necessary.

Individualizing Instruction -- Not only can the content be individualized, but the mode of presentation can be matched to the student's need. Students can work alone, free from distractions.

Group Instruction -- Small or large groups can gain information through various types of audio and/or visual presentations.

Monitoring -- Students can monitor themselves or provide data for teacher-monitoring of their work. Their errors need not stigmatize them.

Practicing -- Students can work at their own pace, reviewing the instructions and/or the content over and over again. They can have immediate feedback on their progress.

Testing -- Students can take their time to review, correcting their own work before being evaluated by others.

Equipment can never replace the personality and warmth of the media specialist and staff. Always weigh the advantages of using equipment against the student's need for personal contact and reinforcement. Also consider using media equipment to free the media specialist for working directly with students.

III. group structures

While individualized* instruction is a key to meeting the specific needs of students, a balance of individual and group work must be maintained. To isolate a student from group activities can be just as detrimental as isolation in a special classroom. The *interaction* of handicapped and nonhandicapped students is an essential ingredient of mainstreaming. Johnson and Johnson, in *Learning Together and Alone,* discuss three alternatives for interaction: competitive, individualistic and cooperative.

> When teachers have students compete with each other to see who is best, students are placed in a situation in which their success determines other students' failure and vice versa. In such a 'if I win, you lose; if you win, I lose,' situation, differences in performance are viewed negatively. If another student is different in a way that gives him or her a competitive advantage, the difference tends to be feared; if another student is different in a way that places him or her at a competitive disadvantage, the difference tends to be held in contempt. Thus, competition tends to create further rejection and stigmatization of low performing students, no matter if the low performance is based on physical, intellectual, emotional, or other sorts of differences. For mainstreaming, therefore, competition is out of the question as it promotes the rejection of low performing students as 'losers.'

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*The term "individualization" is used to denote education that is carefully matched to the individual's developmental status and needs; it may include group as well as individual (solitary) activities. (Birch and Reynolds, p. 53)

A. Pairing

1. Pair students who have a common need in skill development. They can be given instruction jointly and can work together on problem solutions. They can quiz each other and monitor work while receiving reinforcement for an area in which they need practice.

2. Pair a student who has a strength with a student who is deficient in the same area. Let them work on a common task emphasizing cooperation and individual responsibilities for accomplishing specific aspects of the task.

3. Pair students with a common strength to work on a project. Again emphasis should be placed on cooperation. This type of pairing can contribute to self-esteem since it is success-structured.

B. Small Cooperative Groups

Johnson and Johnson also state that a good working group includes two average students -- one high achiever and one low achiever. Students can be taught facilitating skills. Cooperation is learned because the success of the group is dependent on the achievement of all group members. Students may naturally assume certain roles within the group; however, the media specialist should intervene if some students always fall into the same roles (especially roles which perpetuate stereotypes: i.e. girl always records, boy leads, retarded student does all the footwork, etc.).

C. Large Groups

Working in large groups can help students learn social skills, behavioral requirements, democratic processes, and acceptance of responsibility for their own actions. Individuals are not the center of attention in a large group. Students must learn to pay attention and to respond even though the ineraction is not directed specifically at them. Cooperation and consideration for others are significant aspects of large group activities. Some handicapped students, who spend a good deal of time in individual settings, need large group interaction.

D. Tutoring

Tutoring is a pairing or a small group situation where one student is assigned the specific role of assisting others to master a task. The students who act as tutors must be trained not only in teaching techniques but in sensitivity. (Include them in the awareness activities under staffing section.) The media specialist should monitor the interaction on a regular basis and regroup students when negative observations are made.

Tutors are not teachers. The media specialist should present new material and use tutors only to reinforce learning. Tutoring should not be used without a clear understanding by the media specialist of the needs of the students to be tutored.

Tutoring is in itself a learning experience for the tutors Almost all students have some strengths that qualify them to be tutors. The job should not always fall to the highest achieving students nor should those students be constantly expected to fill that role. Students can be assigned across grade levels, but be aware of the self-esteem of the older student being tutored by a younger student.

"One of the most important resources within the school is peers who will encourage educational aspirations, achievement, and appropriate social behavior. " (Johnson and Johnson p. 37-8)

changing media formats

Most students gather information through all of their senses. Handicapped students, because of an impairment, may be weaker or totally lacking in one or more of their sensory functions. Varying instructional media formats will therefore strengthen learning for all students. In some cases it may be essential.

For example:

--use a variety of illustrations

--flannel board

--overhead transparencies

--osters

--maps

--realia

--models

--handouts (print)

--allow students hands-on experience

--give students choices

--allow students opportunities for closer viewing/reviewing

(see section on equipment usage for further examples)

Your instructional methods can be dynamic responses to the varying needs of your students as you grow in new approaches. A static approach to instruction may benefit only one portion of your audience and exclude others.

Instructional Considerations

The following is a list of "instructional considerations". They apply to all students, but it must always be stressed that an action that may only enhance learning for a nonhandicapped student may be essential for the learning of a handicapped student. In the same way, an action that detracts from learning for one student may preclude learning for another.

noise: Some states have official noise standards for public schools. Check to see if your state is one of them. For a number of reasons, including but not limited to hearing, background noises can detract from learning (i.e. students with vision problems who depend more on their hearing, students with learning disabilities). Just because You may be able to block out distracting sounds, do not assume everyone else can. Set up test situations to assess the needs of your students and the tolerance they might have for working with noise distractions. You may need to find quieter areas for activities. Include "background" music or ambient noise system as a possible distractor. For some students the music or ambient noise system may muffle out background noise; for others it may be worse than the noises it is intended to cover.

body language: Body language is a means of communication. One need not be an expert (there are many books on the subject) to grasp its significance. Observe the way people hold and move their bodies in relation to you and how you feel about their actions. Chances are that the kinds of posture which make you feel uncomfortable will also make others uncomfortable. Become aware of what you are "saying" to others by your body language. We all can recognize an approving gesture, when warmth and openness are being projected, just as we can ascertain disapproval in nonverbal communication. Handicapped persons will recognize discomfort, impatience, reluctance, and rejection through body language.

Eye-contact is part of body language. While there are sometimes cultural considerations to be made (i.e. in some cultures looking an elder in the eye is considered rude), looking at a person generally indicates that you are directing attention toward him/her. Giving such attention, both as a speaker and as a listener, is important in helping students to develop self-esteem. Watching a student's eyes is a good way to tell if your message is being reviewed and to detect their discomfort or questioning looks. When relating to people who are shorter or seated (i.e., wheelchair users), eye contact might necessitate changing your level to meet theirs.

voice: A little effort and thought given to the tone and quality of one's voice will improve instruction for many students. People are often careless in their speech: speaking too fast, too softly, slurring words, fading out at the end of sentences. Work on improving enunciation and projection may help you gain and hold the attention of students who ordinarily miss many of your words. Remember how you feel at meetings when the speaker for various reasons is unintelligible.

While you are speaking, it is also important to be aware of words themselves:

--Is your choice of vocabulary appropriate for the students you are addressing?

--Do you define difficult words?

--Do you use unusual phrases without clarification?

--How long are your sentences?

--How many directions do you give?

--Do your word choices reflect biases?

--Do you label people?

--Do your descriptions present a true "picture" of things some students may never see?

Where do you stand or sit in relation to the students you are teaching? Being in front of a bright window can virtually blur you out of the picture. Having activities going on behind you may be distracting. A bulletin board or pictures not related to your activity can also distract. How close do you sit or stand to the students? Do you cast shadows on their work? Are you too far away for students to read your lips or your facial expressions, or so close that you inhibit free movement and response? Do you move around so much that it might be difficult for some to follow you?

One way of evaluating your teaching style is to have yourself videotaped while giving a lesson. Watching yourself allows you to evaluate your voice and body language and also to see how different students react to your style.

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CHAPTER 7. THE MEDIA COLLECTION

Inventory

Knowledge of the content of the media collection is a prerequisite for its effective use. So, to meet the needs of handicapped students you must begin with an inventory. What do you already have that can be used by and for handicapped students and by teachers and others interested in the needs of handicapped students? The inventory will involve evaluating all materials, print and nonprint, which are housed in your school, to determine their potential use with handicapped students. Check classrooms, special education resource rooms, and teacher collections. Ask the cooperation of all the teachers in this inventory process. You may find that many would prefer that materials be centrally organized, cataloged, housed and administered from the media center. Many will welcome the added space the process will leave on their classroom shelves and bookcases. Explain to teachers who are reluctant to part with materials, that you are taking an inventory and starting a complete catalog of the school's holdings in order to be of better service. Teachers wanting materials for classroom use can check them out, on a short or long range basis, after they have been processed. In this way everyone can see by looking through the card catalog just exactly what is available in the building.

There are many advantages to this process. Not only will you, the media specialist, have a better idea of what the collection has to offer, but your colleagues also will have more effective access to this information. The complete catalog can save money because there is less purchasing of duplicates when everyone knows what is available. Also, material that has not been used may be brought to the attention of a potential user.

This type of inventory will also show the formats of information. To discover that, for example, a required novel is also available in your school on a tape recording or in movie form will be advantageous to students who have difficulty reading or who digest information more easily from nonprint formats.

Do not forget to include in your inventory mention of catalogs listing materials available through your school district and local educational service district. Ultimately you are trying to assess the strengths and weaknesses of your collection and what you might need to enhance that collection. Unless an item is in constant demand, its availability through the district might satisfy your school's needs.

Needs Assessment

Knowing what is there is only the first step. Assessing the collection for its usefulness involves certain special considerations and knowledge of all of your students' needs.

First, you must consider the exact needs of your students. What are the students' learning styles? We all learn differently. Fortunately, given the tradition of schools, many of us can learn from formats not necessarily best suited to us. For example, many sutdents can "pick-up" on oral instructions even when written instructions might be more effective. But if some impairment should limit one or more sensory functions, then it becomes crucial that other formats are used. Whenever possible the same information should be available in a number of formats so that the students can respond to the material best suited to his/her learning style. The various formats will also reinforce input gained in other ways.

The most effective media for the handicapped student is frequently the most effective media for all students. Excepting a few specific needs, some generalizations could be stated regarding all media in the collection. But remember, while quality of presentation may add or detract from an item's effectiveness with a nonhandicapped student, it may totally preclude usage by a student who is in some way impaired. One student may be able to "make-out" the visual, word or sound, while for another student it is totally lost. Some criteria for determining quality follow.

1. It is beneficial for all students to have materials prepared with quality print on quality paper stock. The concern is for optimal legibility, regardless of artistic format or cost.

    a) light colored or white non-reflective paper
    b) print shadows not visible from the back side
    c) clear print with separation between letters and lines; smudge free
    d) print separated from pictures or collage backgrounds

2. Legibility considerations should also apply to film media, transparencies, graphics, posters, maps, and globes. It is essential that there is a clear presentation of concepts. Several concepts together may be distracting and may deter learning, except where comparison is the objective. Overlays may be used effectively when presenting more than one concept. Captions should not be placed over-irregular back grounds.

3. Intelligibility is essential with all auditory media. Cassette tapes, records, and sound tracks need to be produced in clear, intelligible voices. Use of standard, unaccented English is usually best. Where content is carried by dialect, as in some narratives, use supplementary scripts or discussion.

4. Durability is essential in the evaluation of games, toys, models, sculpture and specimens. Learning is more comfortable for the student who does not share the media specialist's anxiety over the replacement cost of some fragile item.

Consult the chapters relating to specific handicapping conditions for special collection considerations.

The media collection should relate to the interests of all students. *Handicapped students have interests as varied as other students so access to the general collection is essential.*

One area of interest to most students is career awareness. Materials should be provided which show handicapped persons in traditional jobs and professions. Watch your biases. Handicapped persons can and do work in most every kind of job. Showing them in these roles helps dispel prejudices and encourage students in their career plans. Contact your local Vocational Rehabilitation Department and The President's Council on Employment of the Handicapped for career materials.

The media collection supports and supplements the classroom. Being aware of what is going on in the classroom and serving on curriculum and instruction committees enables the media specialist to relate the collection to current classroom needs.

Special materials may be needed for specific skill levels and skill development. Work closely with the teacher and student in selecting these materials. While materials may be purchased with handicapped users in mind, no item should be set aside exclusively for their use. This stigmatizes the material and its user and limits the benefit of its use by any student who might need work in a special area.

The self-esteem of students is enhanced when they see themselves in the materials they use. If handicapped students only see characters without disabilities or see handicapped persons depicted only in either disparaging or idealized ways, their self-esteem is lowered. This is no different from girls not seeing positive, realistic images of women, or minorities seeing only white faces.

The Council for Exceptional Children has compiled a list called "Guidelines for the Representation of Exceptional Persons in Educational Media", which can be used in determining whether your collection fosters a "positive, fair and balanced representation of exceptional persons in print and non-print educational materials". (CEC) These guidelines include concern for adequate representation of handicapped persons on a percentage basis, representation in all types of materials at all levels, accurate representation free of stereotypes, etc.

A student may come to the media center in search of information about a certain handicapping condition out of curiosity aroused by a new student in the class or a family contact; whatever the reason, it is important that the media specialist have accurate information available or knows where to direct the student for more details.

Evaluation of Existing Collection

Once you are aware of what is in your collection and have ascertained the specific need of the handicapped students in your school, you can develop methods and straegies for evaluation.

Use the same criteria in weeding your collection that you use in selecting new materials. Start by looking carefully at your written selection policy. Does it contain guidelines for selecting materials that will meet the needs of handicapped students in your school: format; clarity; intelligibility of language; fair representation of handicapped persons, etc.?

Involve others in the evaluation of materials -- students, teachers, parents and resource persons outside the school. A handicapped student may be the best judge of the quality of an item. Parents have unique insights; special education teachers have special training; teachers have unique personal experiences; people in the community have a different perspective.

Remember that many materials which cannot be used in their original form by certain handicapped students can be adapted to meet their needs.

It is important that you have administrative support. Keep your administration aware of what you have discovered -- what materials are available, what the school needs are. Keep records of usage to show why you need more copies or more materials in certain content areas. Keep a consideration file with reviews of materials you would like to purchase when money becomes available. Be able to justify those needs.

Based upon your inventory, a careful evaluation of the material and the needs assessment of your school, you will recognize the gaps in your collection. Before you buy, check out the possibilities for borrowing. You may have a student with a specific disability who will be in your school for only a short period of time. Could highly specific material be borrowed for that time period? (For example, the American Foundation for the Blind has specific materials it will lend to students officially identified by the Foundation.) Perhaps students will be dealing with a topic for a short time, and material is only needed for the unit. Or, your budget may not be able to support a costly item at this time. Perhaps you are considering a purchase but would like to try the material first. Maybe another center close at hand has what you need and would be willing to share in exchange for something you use less frequently. Start with local libraries, universities and foundations concerned with specific handicapping conditions. Go beyond to State Libraries and the Library of Congress (NLS). (See Resources and Staffing: Media Specialists as Resources to Teachers).

New materials can sometimes be developed to meet the needs of handicapped students. Pictures can be added to sound presentations, films can be captioned, print can be recorded. If you have a production staff, they can develop materials. Students can also become involved in projects such as retelling the story from a film so that it is meaningful to someone just listening and not viewing; or putting down in words the feelings of a musical selection.

When purchases must be made, check into funding sources outside of your school. (See the listing of agencies under the Resources section.) Service clubs, churches, and foundations often have money available for special projects. You might be asked to give a presentation or write up a justification for your need, but at this stage you should have all the support criteria required. Check the list of resources also for actual sources of special materials.

A great deal of material is now being marketed for use in "mainstreaming". Carefully examine these items to make sure that new labels haven't just been added to old products. While this might show that regular materials can be used with handicapped students, you might end up paying a higher price for "specialized material" or duplicate something your collection already contains. Whenever possible preview material before you buy and try it with your students and teachers. Four things to watch for according to Gordon Bleil in the article "Evaluating Educational Materials" in the Journal of Learning Disabilities, January, 1975 are:

a. Magic Solutions. Ask a publisher if he will guarantee results with the students, or if he has substantiations of the claims made in superlative terms.

b. Diagnostic Labels. Labels may or may not indicate students for whom materials are appropriate. Putting a diangostic label on materials is a marketing strategy. Ask for substantiation.

c. Fads Words or Phrases. Jargon such as "high interest, low vocabulary" develops in every field of human endeavor. If used as a convenient shorthand to facilitate understanding, it can be useful. But jargon can be popularized and serve the same purpose of a marketer as do diagnostic labels. It implies a fit of materials to a need that may or may not be accurate.

d. Grade Levels. Find out who picked the leveland whether you can rely on it. This is particularly important in dealing with students who already have problems. (Ruark, p. 7)

Collection Content

While today's media centers combine the print and nonprint collections (rather than the print orientation of what were once called libraries), media specialists know that the "literary" quality of materials is still of great importance. Materials must always be selected with a view toward literary excellence; they should relate to and expand the world of the student.

There are many claims made for the affect that "good" literature can have on young people. Perhaps we all can recall a book or movie that changed our lifeview. There are many who believe that books can themselves serve as therapy (bibliotherapy) in helping people overcome certain problems. We do not want to give a list of materials which are recommended to generate such change. Literature can have positive effects, particularly in helping students develop self-esteem and expand one's lifeview. But there are no "magic" books which will overcome an emotional problem, cure a learning disability, or make a blind student see. Good quality literary materials should be available for all students and the selection of such materials should be made with the needs of all students in mind.

Summary

1. Know what resources are available in your school: the media collection, special education resource rooms, teacher and classroom collections. Organize a central catalog so everyone will have access to the material and equipment.

2. Know what resources outside the building are readily available: district collection, regional educational service district collections.

3. Assess the needs of the handicapped students you serve and the needs of others who serve them.

4. Evaluate your collection according to those needs.

5. Strengthen your collection:

--weed out poor material

--try to adapt what you have

--borrow when possible

--develop new material

--purchase new material using stringent selection criteria, previewing when possible

--investigate additional funding resources

--let your needs be known

6. Select all materials with a view toward literary excellence.

CHAPTER 8. EQUIPMENT

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CHAPTER 8. EQUIPMENT

Equipment is of primary importance in using a multi-media approach to learning. Standard hardware found in media centers has potential for use in all stages of the learning process for handicapped and non-handicapped students alike. (See Chapter 6, Programs -- Instruction, Methods)

Students' mastery of equipment operation has many benefits:

--Using equipment can build students' self-confidence by allowing them to work independently in non-competitive situations.

--Programs can be designed so that students can monitor their own success.

--The variety that is possible with multi-media can increase interest in subject areas.

--Student use of equipment frees staff to work personally with other students.

Handicapped students will need the same basic kinds of equipment as other students, but if their primary mode of learning is dependent upon a certain piece of equipment, special consideration must be given:

1) More frequent availability--this may entail buying more of the same item or perhaps changing the usage schedule to insure that students have the equipment they need.

2) Regular maintenance--if the need for an item is crucial it cannot sit broken on a shelf for weeks. Equipment checks must be made regularly to evaluate for proper functioning. High quality of audio and visual presentation is all the more important when one or more of the senses is impaired. Also be alert for parts which stick or require extra force or manipulation.

3) Access and mobility--equipment should be stored in ways that allow students to reach, move, use and manipulate as independently as possible.

It is the responsibility of the media specialist to understand the potential of specific pieces of equipment and how to manipulate them to achieve maximum efficiency. Consider the advantages of automatic load equipment which is easier for students to learn to use independently than manual load pieces. Cassette tape recorders are less complicated to use than reel-to-reel tape recorders. Also some equipment brands are easier to understand and manipulate than others.

Media specialists should emphasize the features that facilitate equipment operation when selecting new equipment for purchase and when choosing items in the center for use by specific students.

Most importantly, before assuming that new equipment is needed for handicapped students, think of how your present equipment can be used and adapted. Start with the standard equipment in your media center and consider the features that have potential for enhancing particular handicapped students' learning experiences.

Standard Equipment

overhead projector

--class can see the instructor's face; allows eye contact.

--speaker who is facing audience is easier to hear; students with hearing impairments can read lips and see facial expressions.

--black writing on a white background is easier to read than white chalk on a blackboard.

--encourages enthusiasm by facial expression

--information on acetate can be saved for student review

--commercially-made transparencies are abundantly available in most subject areas

--transparencies can be readily prepared by media specialists, aides, teachers and students

cassette recorders

--oral presentation helps students who have difficulty with reading.

--reinforcement for oral or written directions, repeat as often as necessary

--playback allows the student to repeat sections as needed

--tapes can easily be made by teachers, students, aides, or volunteers

--tapes are easily handled and stored

--tapes are cheap and reusable

--heavy duty or classroom models are sturdier and control mechanisms are easier to activate than smaller portables

--headphones can be used for amplification

filmstrip projectors and viewers

--students can learn to use; few operating steps

--can be viewed repeatedly

--inexpensive audio-visual format

--filmstrip without sound can be viewed at varied rates of speed

--filmstrip/cassette can be stopped more easily than filmstrip/record

--small screen of filmstrip viewers lessens distraction

--versatile size of projection (group and independent usage)

16 mm projectors

--automatic load operation is within most students' abilities to learn

--large range of films available to purchase/borrow/rent, including captioned films

typewriters

--useful for students who have difficulty writing

--electric typewriters require little strength to operate

--large print (primary type) suitable for students with visual impairments

--viable skill for use outside school

--fun to practice

video equipment

--can see themselves

--students receive immediate feedback

--character generating equipment available for captioning tapes for hearing impaired

--students can learn to operate video equipment

headphones

(Consult with special educators about utilizing headphones in combination with hearing aids.)

--lessens distractions and encourages concentration

--can amplify audio

--sets with dual controls have versatility for use with hearing impaired

--allows students to use audio equipment without disturbing others

cameras

--use of camera which develops picture on the spot gives student immediate satisfaction

--easy means of visual communication

--use for self-expression and creativity in communication

--minimal skills required; no need to read or speak

--operation of instamatic-type is easy to teach and learn and easy for students to teach each other

--helps student to focus attention on subject

--good medium for leading into other skill areas, i.e., photo developing, filmmaking, layout, art, public relations, community awareness, etc.

8 mm film loop projectors

--one step operation, however some students may need assistance

--usually single concept theme or short subject

--allows for continual review

--size of screen projection (large to small) suitable for group as well as for independent use

magnetic card readers

--simultaneous presentation of auditory and visual

--immediate feedback of student performance

--commercial pre-recorded cards available as well as blank cards

--cards are reusable

--small and portable

--inexpensive

calculators

--easy to teach and learn how to use

--small and easy to handle

--variety of models and features

--many types are inexpensive

--more elaborate models called talking calculators for skills other than mathematics

--immediate feedback

--encourages repeated practice

programmed teaching machines

--some very expensive models can be leased

--immediate feedback

--variety: many are easy to use; give variety of feedback (sound, voice, lights)

--easy to learn to use

--encourages repeated practice

--allows for drill

production equipment

ditto, dry mount, visual maker

--simple operation: easy to learn, easy to teach

--encourages creativity

--enhances quality of teacher/student production

support equipment

carts

--allows easy storage and transport of heavy and cumbersome equipment

--varied heights available for different purposes

Besides recognizing the features of equipment that make them well-suited for use with and by handicapped students, you should also begin to search for innovative ways to use the equipment. Usage alternatives and variations may postpone or eliminate the need to purchase new items, as well as liven up the media and instructional programs.

equipment modification

You can find ways of modifying equipment that students cannot operate. Modifications may include replacing small switches and knobs with larger ones (tennis balls, long levers), eliminating knobs in favor of sensitive push buttons, or covering knobs with coarsely textured material to facilitate grasp and turning. Various textures also help the visually impaired student identify knobs for different purposes. These modifications permit students with limited fine motor control to use gross motor movements instead, and vice versa. For instance, extending the push buttons on a cassette recorder by glueing on longer wood or metal strips makes its operation a hand, arm or elbow movement, rather than a finger movement. This same modification would also benefit the student with limited strength. Try your cassette recorders with this in mind; you may not have realized how hard you have to push to activate the machine, especially to record.

You may or may not feel qualified to make major alterations on your equipment. However, probably everyone can cut a hole in a tennis ball to fit over a small knob or attach sandpaper to the acetate roll control on an overhead projector.

When help is necessary, there are several sources to turn to. For free assistance, contact audio-visual specialists, industrial arts and electronics teachers, and custodians or maintenance people in your school or district. Students too may be able to help. Resource persons outside the school district may include your regional education service district, state department of education, higher education personnel, the Department of Vocational Rehabilitation, as well volunteers from the community.

specialized equipment

Another alternative to adapting and modifying equipment is developing (inventing!) new equipment. This alternative is outside the realm of probability for most media specialists. However, new equipment is being developed all the time--someone is doing it!

The Telephone Pioneers of America, an organization of retired telephone industry employees, volunteer their time and skills in developing equipment to meet very specific needs. They have developed a baseball game for blind persons; the ball and bases emit sounds. They have developed "talking" dolls for use primarily with emotionally handicapped children; a teacher can talk through the doll from another room. Also, they have developed numerous telephone variations utilizing lights, tactile read-outs, etc., for use by handicapped individuals. The Pioneers can be contacted in many cities and towns across the country and are listed in the telephone book under "Telephone Pioneers..."

To satisfy the equipment needs of all students, it may be necessary to purchase or borrow some highly specialized items. Students with limited use of upper extremities or vision limitations require specialized equipment more often than other students.

Remember, however, that all physically handicapped and visually impaired students do not have unique equipment needs. When they do, many items can be obtained for them on loan from the National Library Service to the Blind and Physically Handicapped (Library of Congress) through regional depositories (often state libraries). Building, district and regional special educators usually know what equipment particular students need and will help to locate and obtain the items.

Besides the library of Congress, equipment is available from organizations such as the American Foundation for the Blind which publishes a catalog (Aids and Appliances) of over 400 devices useful to visually impaired persons.* Commercial companies also produce and sell specialized pieces of equipment.

Media specialists will probably not be called upon to select specialized equipment for handicapped students. Media specialists should nonetheless be aware of the kinds of equipment available and sources for obtaining them, as well as monitoring the journals, etc., to stay abreast of innovations.

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*Further information about the American Foundation for the Blind and other organizations and agencies concerned with handicapped persons is available in the H.E.W. publication, Directory of National Information Sources on Handicapping Conditions and Related Services (DHEW publication No. OHD 77-22003). It is a comprehensive volume describing the purpose, activities and services of 270 national level organizations and federal agencies. It is a valuable reference tool for the collection. It is available free from:

Clearinghouse on the Handicapped
Office for Handicapped Individuals
388-D South Portal Building
Washington, D.C. 20201

Only a small proportion of handicapped students need highly specialized and expensive equipment; those who do are usually supplied with what they need through sources other than the media center. Where a piece of equipment means the difference between succeeding and failing in an educational setting, most likely the student will have access to that item. Where an item would make a positive difference in the quality and quantity of educational success for a student, but not the difference between success and failure, that item may be harder to supply. Media specialists can help in this regard.

The item may be too expensive for the school or school district to purchase for just one student. However, other funding sources are available. The school or student may apply for federal or state grant funds to purchase the item. Local service clubs, such as the Lions and Kiwanis, are possibilities, as well as local parent-teacher organizations and churches. Arrangements can vary:

--the item can be purchased for the student to keep
--it can be purchased and remain school property after the student leaves the school
--the funding source may retain ownership of the item
--the item may be rented or leased for the period of time the student is in the school

See the chapters on specific handicapping conditions for specific specialized equipment.

In summary, meeting the equipment needs of handicapped students in regular schools most often involves the effective utilization of standard media center equipment. Media specialists occasionally need to make simple modifications to hardware and only rarely need to purchase specialized equpment. *The emphasis is on effective, innovative usage of standard equipment rather than on specialized equipment.*

In purchasing new hardware, media specialists should consider features that will encourage and facilitate usage by all students: simplified and well-placed controls, automatic features, durability, and versatility. Trends in equipment design and development currently tend towards simplification (including new slot-loading projectors). Whenever possible, let the students "test" the piece of equipment prior to purchasing. Providing students with equipment that is easy to master will not only enhance the educational process, it will foster independence and free media staff to work with more students personally.

CHAPTER 9. FACILITIES AND ENVIRONMENT

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CHAPTER 9. FACILITIES & ENVIRONMENT

Physical Barriers

Section 504 of the Vocational Rehabilitation Act of 1973 (P.L. 93-112) is the legislation which mandates "program accessibility" for all programs receiving federal aid:

- -New facilities are required to be accessible and usable by handicapped persons;
- -one-of-a-kind programs conducted in existing facilities need to be accessible;
- -Structural changes are required only if other means of providing access are not possible.

The law does not prescribe the means of making programs accessible. Where classroom instruction is concerned, it might be within the law to simply relocate the class to an accessible area. This is obviously not an option for the media center program. The media center itself and physical access (entry/exit) to that center are essential. Coupling Section 504 with P.L. 94-142's mandate for "least restrictive environment" further magnifies the need to make it possible for all students to use the media center. The full media program must be accessible to each student. This may necessitate, in some cases, structural and architectural modifications for the handicapped student. The goal is to allow each student access with the greatest independence and the least loss of dignity.

By this time schools and school districts will have developed plans for creating a barrier-free environment in the school in compliance with federal regulations. The media specialist does not have to know the specifications of these plans but should have a general awareness of whether they are being carried out. Make sure that the media center is barrier-free by consulting with your school principal. The following publications can be referred to for detailed specifications:

Aiello, Barbara, ed. Places and Spaces: Facilities Planning for Handicapped Children. Reston, VA.: Council for Exceptional Children, 1976.

Kliment, Stephen A. Into the Mainstream: A Syllabus for a Barrier-Free Environment. N.Y.: American Institute of Architects, 1975.

Coons, Maggie and Margaret Milner, ed. Creating an Accessible Campus. Wash., D.C.: Association of Physical Plant Administrators of Universities and Colleges, 1978.

It is not hard to determine obvious barriers which actually prevent access to the center. But you will want to consult with the students themselves about more subtle restrictions and ways those restrictions might be overcome.

Structural changes do not exclusively benefit the handicapped. Consider the sloping curb corner on a sidewalk--it helps all types of people: older people, people pushing shopping charts and babystrollers...Have you ever tried to get a book cart or project equipment up even a small flight of stairs?

But getting bodies into the media center is only the first step. Beyond the barriers of stairs, doors, doorsills and turnstiles are the physical barriers of the center itself. The following points are important for the media specialist to consider:

--Traffic areas should be free of obstacles which restrict movement: trash containers, sculptures, furniture, plants, displays, equipment, etc.

--Eliminate obstacles such as door stops and raised outlets.

--Never leave cords dangling from tables, equipment, or running across traffic areas.

--Doors should be all the way open or all the way shut.

--Drawers should be shut when not in use.

--Electrical outlets should be within short safe reaching distance.

--Equipment should be stored for easy access, transport (carts for large or cumbersome pieces) and usage.

--storage cupboards, drawers and containers should open easily; open storage bins are preferable.

--Floors should not be slippery.

--Specialized furniture for the media center should be adapted: for accessibility by students using special equipment such as wheelchairs or braces. For example:

Circulation desks -- a portion should be 33 inches high.

Card Catalog-low 16 inch base; drawers should go no higher than counter heighth; no pedestal bases.

Shelving--at least 30 inches, preferably 60 inches between stacks; no higher than five feet.

Periodical holders--no higher than five feet.

All too often schools have been designed to give teachers maximum control of students, to make cleaning and maintenance efficient and to satisfy taxpayers. They have been designed for "average" students to receive a uniform education.

> It is interesting to note that school libraries and media centers have often been a step ahead of classrooms in their provisions for students as total persons with a variety of interests and needs. They were usually the first in schools to arrange facilities in a way that expressed the attitude that human beings are makers and users of knowledge, not just storers of it, and that mastery over materials comes with the freedom to discover new uses for them rather than fitting oneself to another's preconceived notions about use. (Vandergrift, p. 315)

Meeting the variety of needs which handicapped students have is perfectly attuned to the purpose of a media center. It is the variety and diversity of the center which makes it conducive to growth and learning. Media centers have been forerunners in realizing that different people learn best in varying situations. It should be a logical and simple step to sensitive accommodation of handicapped people.

Environment

But even the removal of all physical barriers does not insure an environment conducive to the needs of handicapped students.

> An environment goes beyond facilities and actual physical space to those affective qualities of that space which influence persons within. It is composed of all the facilities and conditions in the surrounding and is experienced as "felt space" or "what seems to be" as well as "what is,"... (Vandergrift, p. 311)

The space in which we function affects the way we function or whether we function at all. The architecture or structure does contribute greatly to "felt space". Having enough room and having a variety of spaces are essential. Recognize the varying needs of your students for quiet individual study areas, group work, equipment usage, production, group instruction and audio-visual presentations. Some students function well or even require strong stimulation (colors, sounds); others are distracted or over-stimulated to the point of nonfunctioning. Furnishings must accommodate the student who works best reclining as well as those in desks or at tables. *Independence implies choices.* Creativity and imagination are seldom fostered by forcing conformity, by restricting the use of space and materials or by being overly concerned about maintenance and order. Students must have options for meeting both their physical needs and their need to feel comfortable or "at home" in a situation.

> Every successful school media center is a place alive with activity and endeavors to make learning exciting. It is not a warehouse of materials, but it is a place emitting 'good vibrations,' as Harold Gores says. It is a place that accommodates a variety of activities for a diversity of people,...It is a warm, human place, alive with ideas whose materials radiate the message 'use me'. (Briggs, p. 201)

The "good vibrations" are created by many factors. Of primary importance is your attitude and friendliness as a media specialist, your willingness to relate to students as human beings, and your enthusiasm about what the center has to offer.

Considerations

Other elements to consider include:

color: Studies have shown that color affects attitudes and that specific colors are conducive to specific activities. Provide areas which vary in color as they do in purpose, being aware of the lighting effects of that area. i.e., white in a large brightly lit area may be glaring and hard on the eyes while it might pleasantly brighten a subdued corner; the finish or texture of colors/paint is also important in affecting glare or softness.

plants: Plants help create a home-like atmosphere. They are a tie with the outdoors (where students frequently would rather be). They are alive and growing even when winter may make other vegetation dormant. Care and understanding of plants can be part of the educational process.

noise:	Tune into distracting sounds and schedule time and place of activities as much as possible to minimize conflicting needs. Be aware that background music may drown out distracting noise for some but actually be a distraction for others and also prevent some students from hearing what they need to hear. Poor acoustics create difficulty for hearing impaired students, lessening and even negating intelligibility of sounds. Rectifying such a problem may involve installing sound screens and acoustical tiles. There are inherent changing noises with most adaptive equipment and humming sounds with electric wheelchairs. Anticipate this and plan accordingly.
lights:	Lights are generally standardized but extra lighting may be needed for some students; others may find regular light too glaring. Special shields and/or special lighting may need to be installed in study carrels to meet the needs of students with particular vision problems. Remember that lighting goes far toward creating atmosphere and warmth.
windows:	Letting the outdoors in expands the environment. This can be particularly important for students who have less mobility. Windows are also your best source of lighting. Use shades to control glare, darken rooms and, when necessary, remove distractions. Windows provide natural lighting for plants. Ideally windows should be low enough for students in wheel chairs to

easily see out. The view from the window can be enhanced with creative landscaping.

displays: Design interest centers and displays to draw users to the media center, to stimulate discussion, encourage project development and new interests, as well as to create a learning-centered atmosphere. Displays should include items that can be touched, examined, and manipulated.

pets Part of a learning and growing experience can be the care and observation of pets and animals. Specific responsibility should be assigned to students so the burden of care does not fall on the media specialist or media center staff. Perhaps a pet in your media center could meet a nurturing need in some of your students.

bulletin boards Board displays should be responsive to all students. Designate a specific space for students to use to publicize and disseminate information and as a forum for issues of concern. Other boards can be topical. Use large letters, 3-dimensional when possible; include textures, contrasting colors, symbols and illustrations, as well as words. Let students design and produce bulletin board displays. Include positive and equal representation of handicapped persons.

furnishings

Furnishings in the media center should have the following qualities: (most handicapped students can use regular media center equipment)

Comfortable as well as functional -- What is comfortable for one student may be awkward for another. For example, a beanbag chair may be perfect for one student but impossible for another to even get in and out of; a padded chair may give one student needed support for working but be so relaxing as to put another to sleep. Some students work easily at tables; others need to spread out on the floor; others may require sloping surfaces or specially designed work trays. Being able to get close enough to a work surface is a comfort factor affecting those in wheelchairs.

Carpets can help create a home-like atmosphere, being especially comfortable for students who like to sit and work on the floor. It can absorb harsh sounds which may interfere with activities. However, it must be a short pile weave with tight loops in order to allow for easy wheelchair movement and traction for crutches. Long pile shag carpets are like mud for students confined to wheelcairs and can trip students on crutches.

Sturdy -- Furniture must be sturdy enough to support an imbalance of weight so that the student who sits off-center on a chair or needs to lean for support on a chair, table, or bookcase will not topple over.

Durable -- Both you and the students will be more comfortable not worrying about furniture breaking or collapsing. Items should be strong enough to withstand nonconventional usage and still retain their function and pleasant appearance. Durability relates to colors which will not show dirt, fabrics which do not show wear, paint which adheres well to surfaces, plastics which do not crack, wood which does not splinter and scratch. Fragile furniture is a barrier that inhibits most kids. It can be a strong source of embarrassment to a student who has difficulty with the fine motor movements, mobility, or bulky equipment such as braces.

Versatile -- You should be able to move the furniture in your media center to accommodate changing needs. Tables should be designed so that they can be moved together or apart. They should be light enough so students can make the changes. Having some chairs and tables with adjustable height and angle control will help meet varying needs of students to get in close and at the right angle to their work. Apronless tables are needed by students in wheelchairs so that they can move in close. If all your tables are apronless, a change in furniture arrangement will still give wheelchair students options. Items such as cubes and boxes can serve as chairs, footstools, tables, or storage, letting the students decide the function of the item according to the need.

areas: Create different environments by arranging furniture and decorations for specific activities. Some areas will need more stimulating colors, textures, posters, mobiles, etc. Others will need to be more subdued. Have areas where lighting can be adjusted, possibly shut off, for listening concentration. Arrange other spaces that lend themselves to audio-visual presentations. Dimmer switches can be a useful way to control brightness of light for different purposes. Areas can be created in relationship to special features: A fireplace may lend itself to quiet conversation or small group discussions; an old bathtub may be a place for reading or listening to tapes. A loft could be a primary reading area or used for storytelling. In lower grades you may want to create small interesting spaces within spaces. Examples include: an Indian tepee, a ship's hold, a log cabin. Remember to adapt these special feature areas for maximum accessibility: a ramp up to the loft area, special handles or supports for getting into the "reading/listening tub", a hinged or movable wall to allow wheelchair access into the log cabin, etc.

temperature: Be conscious of maintaining a constant temperature that is comfortable for students. Less active students may be cooler; think of their needs before opening windows. While a cooler room may keep some students awake, it could jeopardize the health of a student who is more susceptible to illness.

In order for handicapped students to have the most independence in the use of the media center, shelves and storage must be clearly labeled using large tactile and/or 3-dimensional lettering, color codes and symbols. In some cases braille labels may be necessary. Directions and instructions for usage should be in a variety of formats: large clearly legible signs, easy to read at varying heights; illustrations, diagrams, maps of the center; recorded information. Students should be made aware of all changes and helped in their adjustment -- new guides, orientation, etc., may be necessary. *Having a media center that is accessible to all students, in every sense of the word, is a concrete statement of your commitment to mainstreaming.*

CHAPTER 10. INTRODUCTION TO SPECIFIC HANDICAPPING CONDITIONS

There is no such thing as a "typical" handicapped person. In writing this manual we have attempted not to place stigmatizing labels on people. We have emphasized that media specialists must be aware of the prejudices and injustices that are perpetuated when people are labeled, categorized and stereotyped. People have handicaps...they are not the handicap itself.

The following sections are not attempts to *describe* people with handicaps nor to *prescribe* ways to work with them. Under each heading *some* examples of general characteristics have been provided to serve as guidelines. Some of these *may* apply to the specific individual's handicapping condition. There are variations within each category that are dependent upon the individual. *For the best possible understanding you must get to know the student personally and work with his or her special education and classroom teachers to determine specific needs*.

P.L. 94-142 for legal and legislative purposes has defined "handicapped children as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multihandicapped or having specific learning disabilities who, because of those impairments need special education and related services." We are addressing the following sections of this book to those specific handicapping conditions. We have combined deaf and hard-of-hearing as a single category and orthopedically impaired and other health impaired as another, since in relation to the media center the concerns are similar. Suggestions for working with multihandicapped students should be through that student's special education teacher. We do not address the category of deaf-blind because there is a low incidence of deaf-blind students being mainstreamed; in such a case the special education or resource teacher should be consulted. Under each section P.L. 94-142's definition is given, however the definition in no way completely describes any particular student. Variations will occur because of the following factors:

- degree of impairment
- length of time person has had this condition
- individual's response to being handicapped and particular way of coping
- type and extent of treatment/effects of medication
- whether condition is progressive, whether it is terminal
- age at which person became handicapped
- age of detection
- trauma associated with condition
- personal and social life (Peer relationships)
- individual's expectation for self
- parental expectations
- faculty expectations
- educational experiences
- personality of individual...
- etc.

Most of the problems disabled people face come not from the disability itself but from the reaction of other people toward them. They are treated differently and are viewed with suspicion and discomfort because of fear and lack of understanding on the part of others. Handicapped students are kids--no better, no worse than others. They should not be expected to act like adults--to be more patient, understanding, and stoic than any other kids their age. Nor should they be treated like babies--talked down to, restricted, denied the power to make decisions concerning their own lives, not consulted on matters that affect them.

Perhaps we need to remind ourselves that the way people look or function physically is not indicative of their ability to think and feel. Blind people are often shouted at as if they were hearing impaired, people with cerebral palsey are treated like they are retarded people and retarded people are often treated like babies or animals who are unaware of people's rude remarks and behavior.

Focus on the person, not on the disability. The following apply to working with all handicapped students:

--Include handicapped students in all acitivities.

--Encourage handicapped students to take leadership roles.

--Apply the same disciplinary rules to all students.

--Encourage handicapped students to answer questions themselves about their handicaps.

--Be a model for students in relating to handicapped students.

--Try to be consistent with classroom teachers, programs of discipline, instruction, etc.

--Students' needs for exploration and independence must be balanced with sound safety practices.

--Design and implement a plan to insure that handicapped students can be quickly evacuated from the media center and school in an emergency.

--Check with students to make sure they are comprehending; do not rely on appearances, expressions, etc.

--Encourage appropriate expressional activities.

--Provide multi-sensory experiences with a wide variety of materials and formats.

--Provide hands-on experiences.

--Consult with special education teachers.

--Motivate but try not to frustrate.

--Show interest and support by maintaining eye contact.

--Give students enough time to perform adequately.

CHAPTER 11. SPECIFIC LEARNING DISABILITIES

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CHAPTER 11. SPECIFIC LEARNING DISABILITIES

Characteristics

The general characteristics of the learning disabled student are extremely varied.

> In testimony about public law 94-142, one congressman noted that there are 53 basic learning disabilities identified by research, that one person has identified 99 minimal brain dysfunctions, and that "no one really knows what a learning disability is." (Coyne)

According to P.L. 94-142, "specific learning disability" is defined as:

> . . .a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardations, or of environmental, cultural, or economic disadvantage.

Learning disabled students, by definition, must have average or above average intelligence, thus ruling out retardation as a factor in their learning problems. They must have a severe discrepancy between achievement and ability in one or more academic areas. Every student who does poorly in a subject does not have a learning disability. Learning disabilities are difficult to detect and diagnosis should be left to the experts, as with all disabilities.

However, if you have a student with an ascertained learning disability using the media center, you will want to familiarize yourself with the specific characteristics and needs of that student. Consult with the student's special education teacher concerning 1) ways that you can come to a better understanding of the student's particular learning disability; 2) suggestions for materials you can consult specific to the individual problem; and 3) specific needs and suggestions for working with the student.

Remember that these students have the capacity to learn and can set and achieve goals as high as their peers.

The specific disorders of learning disabled students often lead to problems with social interaction, lack of organization, confusion, frustration, difficulty following instructions and completing work. Such students easily become discouraged and often have low self-concepts.

Although the characteristics of learning disabled students may be varied, the needs of these students are more uniform. They all have a need for quality individualized instruction. Through such instruction they can be taught to cope with their disability and to function effectively.

Services

--Develop programs for training tutors to work with students with learning disabilities.

--Develop programmed incremental instruction; learning activity packets, etc.

--Assist in developing teacher in-service for understanding learning disabilities.

--Prepare handouts, diagrams, charts for students to follow during presentations (highlight important points, illustrate, etc.).

Instruction

--Emphasize important points by underlining, color highlighting, repetition, etc. Summarize at beginning and at end. Give students summaries, outlines, lists of main points, vocabulary sheets, etc.

--Make sure you get and keep students' attention while giving simple and systematic directions.

--Stand or sit close to student; arrange seating so there are few distractions between you and student.

--Use visuals for all presentations: transparencies, posters, diagrams, etc.

--Use a variety of formats for instructing, practice, review and testing.

Collection

In determining effective teaching materials, it is important to try materials on hand. If these are not as satisfactory as desired check with your resource room teacher for supplementary materials which could be incorporated into the media center.

Books:

--High interest/low vocabulary materials; relevant illustrations

Magazines:

--High interest/low vocabulary formats; good source for visuals which support text

Newspapers:

--Try newspapers with specific students to determine if type style, etc. is effective.

Filmstrips:

- --Sound filmstrips are usually very effective
- --Silent, captioned filmstrips need to be screened to determine level of vocabulary and whether information is conveyed by the picture alone if student cannot read the caption.
- --Sound/captioned are useful.

Movies:

- --Interest levels of the students can be addressed even if student has difficulty reading
- --8 mm very effective as the content and concepts are presented visually

Audio tapes and discs:

- --These can be effective if used with visuals

Slides and transparencies:

- --Can be effective teaching media as they are usually accompanied by a discussion. Visuals should be used to reinforce audio

Programmed materials:

- --Provide positive, immediate reinforcement

Graphics, posters, map globes:

- --Effective if individual copies are provided for students to follow during presentations whenever possible

Games, toys:

- --Work with students to determine which items are effective.
- --Puppets and dolls are often effective with young children.

Models, sculpture and specimens:

- --Use with presentations allowing hands-on experience

Equipment

There are several audio-visual equipment items that help media specialists provide for the individualized instruction of the learning disabled students. These pieces of equipment include:

Borg-Warner Systems 80

--This is a programmed individualized teaching machine that includes a series of programs for development of skills in grades 1-6. (very expensive but can be leased)

Magnetic Card Readers

--With these relative inexpensive machines the student reads information on a card, records his response, listens to the correct answer recorded on the instructor track and compares for accuracy and reinforcement. Prerecorded programs are available as well as blank cards. (Example: Language Master)

Spellbinder

--This is a desktop console that lights up when students select correct answers from activity cards which have been inserted into the machine. Includes programs for reinforcing basic skills in reading, language and math.

Digitor

--This device allows students to work mathematical problems at their own level and speed.

Electronic Keyboard Devices

--These instruments allow students to practice mathematical concepts and develop vocabulary skills. They include brand name items such as, Little Professor, Dataman, Spelling B, Speak and Spell and First Watch.

Typewriters

--Typewriters are especially helpful for students with visual/motor problems which make writing difficult.

Calculators

--These help students who confuse numbers, columns, etc., in doing mathematical calculations.

Controlled Readers

--This machine can be set to regulate speed.

--Useful for left to right progression of words, tracking, teaching speed reading.

Tape Recorders

--Useful for taking notes. They also can be used as learning devices when used with headphones in study carrels which reduce visual distractions. Student can use at own pace and replay material as needed.

Facilities

--Identify a study area removed from the main flow of traffic. Limit auditory and visual stimulation in this area (i.e. posters, displays, mobiles, etc.)

--Have a sufficient number of wired study carrels

--Keep signs and labels clear and concise. Include picture symbols. Too many signs are more confusing than helpful.

--Develop special centers such as book nooks, etc.

CHAPTER 12. SPEECH IMPAIRED

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CHAPTER 12. SPEECH IMPAIRED

Characteristics

A speech impairment is defined in P.L. 94-142 as "a communication disorder, such as stuttering, impaired articulation, a language impairment, or voice impairment which adversely affects a child's educational performance." The speech impaired student's disability is generally limited to oral reproduction of speech and does not necessarily impede the learning process. This student is usually capable of using the existing audio-visual equipment and facilities of the media center without modification.

However, even a minor speech or language problem can affect a student's ability to communicate. It may be a source of embarrassment in relating to peers and thus limit a student's social and personal life. This can cause emotional and behavioral problems. Students can also be reluctant to ask questions, ask for help, or participate in discussions.

Students with severe language/speech problems may not only have trouble expressing themselves, but also possibly may have difficulty understanding others. Their preferred method of communication and understanding is usually visual, using actions, gestures and pictures. Some of these students are easily distracted visually and/or auditorally. In these cases, modifications made for learning disabled students may also apply to speech impaired. These would include having areas where auditory and visual stimulation are limited and activity is at a minimum. Study carrels can be used to help facilitate concentration.

Severely speech impaired students may drool. It is a common reaction to feel uncomfortable with this. Have paper towels readily available if you have a student with this problem.

Stuttering is a common speech impairment. The following are suggestions for working with students with this specific problem:

1. Do not mention the stuttering; try to reduce the child's awareness of this problem.
2. Minimize those settings and situations that appear to cause increased stuttering.
3. Minimize conflict of all types when possible.
4. Encourage speaking when all is going well, and immediately minimize demands to communicate when stuttering becomes more pronounced.

(Gearheart and Weishan
p. 103)

Staffing

--Be encouraging to these students giving them opportunities for expressing themselves.

--Listen attentively, patiently and let them finish their statements. (Do not fill in words and ends of sentences for them).

--Provide a model for students by speaking in a normal tone and at a normal rate

Services

--Design visuals to accompany audio presentations.

--Record lessons on magnetic cards.

--Schedule times and places for students to work undisturbed and free from distractions.

--Schedule activities with small groups where students might be less inhibited about expressing themselves.

--Design activities where success is not dependent upon language/speech development (i.e., mime, nonsense jingles, songs, music, art.)

Instruction

--Provide opportunities for success in language production.

--Use language in all activities.

--Use open-ended questions requiring more than "yes" and "no" answers. Allow time for students to answer.

--Be conscious of possible distractions during instructional activities.

--Express ideas in a variety of ways.

--When students look bewildered or ask questions, rephrase statements.

--Let students use a puppet or "microphone" as a prop. Be aware of Body Language. This technique may lessen inhibitions and provide students with security to express themselves.

--Introduce new concepts and new vocabulary prior to presentations.

--Work on building vocabulary, sequencing, and concept development Use synonyms and a variety of descriptive words.

Collection

--Use audio-visual combinations to reinforce language development.

--Provide materials for developing communication skills.

Equipment

--Combinations of audio and visual are most effective.

--Cassette Recorders and Headphones are effective for concentrated listening.

--Magnetic Card Readers (e.g., Language Master)

Facilities

--Provide study areas removed from visual and auditory stimulation and activities.

--Work for an atmosphere that is relaxed.

CHAPTER 13. ORTHOPEDICALLY & OTHER HEALTH IMPAIRED

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CHAPTER 13. ORTHOPEDICALLY & OTHER HEALTH IMPAIRED

Characteristics

"Orthopedically impaired" is described by P.L. 94-142 as

> a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member etc), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).
>
> 'Other health impaired' means limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

Students with mobility problems will hopefully have the equipment they need to get around--wheelchairs, braces, crutches, walkers, canes, casts. Your concern as a media specialist is making sure that the media center does not contain barriers (physical or psychological) which will restrict the usage of such aids.

Beyond mobility restrictions, the media specialist must consider the student's ability to handle and manipulate materials and equipment. Particular emphasis on independent usage may necessitate modifications in storage accessibility and equipment adaptation. Special equipment will be needed only if the student has limited use of upper extremities. Consult with support personnel or physical therapists about meeting the unique needs of these students.

People in wheelchairs must do pressure releases (i.e., shift positions, raise up, etc.) as sitting still is unhealthy. Also, constant intake of fluids is essential for kidney and bladder functioning; therefore, a "no drinking in media center" rule must be modified.

Physically handicapped students may be educationally and socially delayed because of certain limitations on environmental and social experiences. Or, they may be more socially mature, having interacted primarily with adults who assist in daily care, transportation, etc. Their interests may reflect those of the adults they know, i.e. reading rather than playing with their peers. Because of limited involvement witn peers they may have difficulty with interpersonal relationships. They may have spent most of their lives in institutional settings or confined to their homes. Overweight may be a problem because of lack of exercise. Much of their learning may have been of one mode such as reading and may need to be balanced with hands-on experiential learning. Some students with severely limiting conditions have had to contend with rejection, prejudice and personal injustice due to their physical appearance. Make involvement in the media center a positive, non-competitive, success-oriented experience that will meet the psychological as well as physical needs of students.

Staffing

--Familiarize yourself with procedures to follow when chronically ill students have seizures, attacks, etc., while under your supervision.

--Find out the best way to help a student in a wheelchair or braces who falls or gets stuck on something.

--Find out if a student can or should be transferred from a wheelchair, and if so, what alternative seating (chairs, bean bags, pillows, etc.) is acceptable.

--Do not allow peers to push a student's wheelchair, unless special arrangements are made. Consult the special education teacher.

Services

Processing:

--Add heavy duty binding and reinforcement to materials for students with dexterity problems.

--Use light weight binders for students with muscle weakness.

--Fasten clipboards to desk.

--Provide large pencils, pencil grips, or attach plastic golf ball or styrofoam ball on end.

--Mount items for students who can not work flat on a table or floor (i.e., maps, pictures)

--Adapt packaging: add handles or tabs; reinforce; attach loops to items to be placed on higher shelves (use pole or barbeque tongs to get items down).

--Substitute or adapt game markers making them more substantial and easier to grasp.

Special Events (field trips, workshops, fairs, etc.)

--Plan ahead so that arrangements can be made for transportation and full participation by physically handicapped students.

Instruction

--Do not isolate less mobile students by conducting group activities in areas inaccessible for them (story wells, raised platforms, etc.)

--Allow students sufficient time to select media and gather materials and supplies. Their independence is more important than a tight time schedule.

--Pair physically handicapped students with students who can operate equipment and turn book pages, etc., if they cannot do it themselves.

--Conduct activities with students sitting in chairs around wheelchair-bound students, so that peers are not always lower (sitting on floor) or higher (standing). Interact with physically handicapped students at eye level as often as possible.

Equipment

Easicorder:

--Tape recorder designed for note-taking for severely physically handicapped

Electric typewriter with keyboard shield:

--Espeically helpful for student with limited fine motor ability.

Automatic and "easy to operate":

--Auto load 16 mm film projector; cassette as opposed to reel-to-reel tape; 8 mm cartridge film loop...

Automatic page turners:

--For severe arm and hand disability

Adaptations:

--Change controls to gross motor operation (large knobs, buttons, levers) for students with limited fine motor ability. (see Chapter 8, Equipment)

--Bookrests

--Push carts for crutch, walker and cane users.

Facilities

Make sure that the media center is in compliance with federal regulations for a barrier-free environment by consulting with your school principal. In addition to the general specifications for the school, the media center should have the following features.

Shelving:

--There should be at least 30 inches, preferably 60 inches, between stacks.

--T-base aisle shelving should be used, to allow wheelchairs to fit up to the shelves easily.

--Shelving should be no higher than 5 feet to allow chair and brace bound students to reach media. Floor level shelves may be inaccessible to students. (The average horizontal reach for chair users is 30 inches--range 28 inches to 33 inches.)

Furniture:

The following table sizes and requirements will enable a wheelchair-bound student the opportunity to fit the chair close to the table:

--Primary tables should be 23 inches high, apronless, and without pedestal support base.

--Secondary tables should be 20 inches high, apronless, and without pedestal support base with a 27 inch clearance underneath.

--All or most tables should accommodate wheelchairs, giving students choices of where to work.

--Provide some table tops that can be angled.

--Arrange furniture so that students have enough space to move around. Wheelchairs, crutches and braces require room to maneuver.

--If thereare several wheelchair students in the school, fewer chairs are needed around tables, allowing for the extra space wheelchairs require.

--Chairs should be sturdy and well-balanced.

--Standing tables allow students in braces to stand with support; they should be placed throughout the center.

--Carrels should be 32 inches in width with a 27 inch clearance underneath to accommodate wheelchairs.

Card Catalogs:

--They should be one section high with a 16 inch base for easy access from a wheelchair or for students with braces or crutches.

--Pedestal base should be avoided.

Storage:

--Software

Open bins or shelves are preferable to cabinets and drawers.

Low bases without crossbars are preferable.

Inconspicuous space for storage of adaptive equipment.

--Hardware

Large items should be placed on low carts for easy lifting or for use from a chair.

Small items should be on open shelves or tables.

--Periodicals

Vertical holders should be a maximum of 5 inches high

--Microfiche/film readers should be placed on tables of appropriate height.

--Work areas

Low apronless counters are preferred.

Sink should have no cabinet below, a drain at the back, and a winged faucet fixture up front.

--Pamphlets, pictures, clippings, etc., should be stored in lateral files.

Temperature:

--Temperature should remain fairly constant and drafts or extreme changes in temperature should be avoided. Students in wheelchairs or who are physically handicapped in other ways may not be able to move away from drafty areas easily. Chronically ill students may have low resistance to colds, etc.

Special Features:

--If a turnstile is needed in the entranceway, an alternative entrance must be placed immediately beside.

--Carpeting should be short pile weave with tight loops and nonskid materials to allow wheelchairs, braces, and crutches ease of movement, at the same time providing some friction to prevent slipping. Carpeting cushions falls.

--Lever handles should be used when possible so that students with poor hand mobility or limited strength may open doors independently.

--Two way doors should be lightweight with see-through sections.

--Furniture and shelving should be sturdy and well-balanced because lack of motor control may cause spilling or tipping.

--Display tables should have non-slip mat or covers.

Collection

Books, Magazines, and Newspapers:

--Standard materials are usually appropriate.

--High interest/low vocabulary are appropriate for students who are educationally delayed due to difficulties in gaining normal living experiences with the environment.

--Tearproof books may complement the collection.

--Books may be rebound in spiral binders for ease in turning pages and lying flat.

Filmstrips, Movies, Audio-Tapes and discs, Slides, Transparencies:

--These can be especially effective if students are educationally delayed, enabling them to enjoy high interest materials without interference of reading difficulty.

--These provide vicarious experiences for students limited in mobility and experiences.

Graphics, Posters, Maps, Globes, Games, Toys, Models, Sculpture, and Specimens:

--These items may be difficult to manipulate if they are oversized, flimsy, heavy, too small to grasp, fragile.

--Many items can be modified to facilitate use, for instance:

a) laminate maps, posters, etc.

b) substitute larger playing pieces for small or flat pieces.

c) provide trays to hold puzzle pieces. (Peaches, p. 3)

--Pair students when the size or nature of an item prevents comfortable or effective use by the physically handicapped.

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CHAPTER 14. MENTALLY RETARDED

Characteristics

P.L. 94-142 defines "mentally retarded" as

> Significant subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

Historically, mentally retarded students have been categorized into two main areas depending on the severity of their mental retardation -- the educable mentally retarded (EMR) and the trainable mentally retarded (TMR).

The current trend is to think in terms of degrees of mental retardation -- mild, moderate, severe, and profound. By identifying where a student is on this continuous scale, individual learning needs in academic, social and self-care skill areas can be assessed.

Some general but essential points to keep in mind when designing and implementing a program of media-related services for mentally retarded students are:

--most retardation is mild;

--most retarded students are educable;

--curricular activities for the mentally retarded student, as for all students, are on the same continua.

For the mild to moderately retarded student, learning occurs at a fairly even but less rapid rate than with most children. Academic and vocational needs parallel those of other students in the regular classroom. In working with students who are mentally retarded, the media specialist can view them as delayed in areas of development and behind their peers on an academic continuum, but not on a different track altogether. Apart from a slower rate of learning, most mentally retarded students should be able to use the media center as it is designed for all students.

Students who are severely or profoundly mentally retarded will probably use the media center only under the direct supervision of the special education teacher. Frequent consultation and close cooperation between the media specialist and special education teachers is necessary in planning media center learning activities for these students.

Staffing

--Reinforce good social behavior and appropriate participation.

--Model acceptable behavior.

--Use visual cues to reinforce verbal instructions.

--Routinize media center activities and procedures.

--Know the student's abilities.

Services

--Keep rules and procedures simple, clear and consistent.

--Reinforce rules, procedures and orientation information over a period of time.

--Help special education and classroom teachers produce single concept learning materials.

Instruction

-Utilize a multi-sensory approach for teaching single concept.

--Provide first-hand experiences as often as possible.

--Gear activities to students' abilities and interests.

--Use simple, consistent directions; increase number of directions gradually.

--Give students appropriate time to complete tasks.

--Model an action consistently, as when demonstrating equipment operation.

--Repeat instructions and lessons as applicable.

--Allow student to direct pace of instruction and practice activities.

--Break down tasks into discrete steps.

--Build on skills already mastered.

--Emphasize student's stronger learning modes but work to strengthen weaker modalities.

--Provide for a variety of responses based on individual skills and needs -- point, verbally identify, signal (Mentally Impaired, p. 8)

Collection

Books:

--Emphasis on high interest/low vocabulary items.

--Primary and preschool levels are usually most appropriate for young children but students should not be limited to these. Higher level books may have illustrations which interest students (i.e., nature books with animal pictures). Some will read; others will enjoy being read to; others will enjoy the pictures.

Magazines:

--Similar needs as with books

Newspapers:

--Not usually an effective format except possibly for some comic strips.

Film Strips

--Preschool and primary level materials are very effective for young children, especially those dealing with general life experiences. Most effective with sound and in color; older students will respond to subjects which interest them (high interest/low vocabulary).

Movies:

--These are similar to filmstrips in effectiveness. (Much depends on personal interest)

Audio Tapes and Discs:

--Especially effective in teaching music appreciation and story listening skills.

Slides and Transparencies:

--Effective for teaching signs and symbols -- exit, danger, poison; places in community etc.

Graphics, posters, maps and globes.

--Dependent on goals and level of materials used; single concept, uncluttered, colors more effective.

Models, sculpture, specimens:

--Effective teaching media, but dependent on the level of children, the goals of the lesson. Allow students to touch, hold, manipulate.

Equipment

--Determine equipment usage based on individual ability and attention span. (Length of film, number of operation steps, etc.)

--Encourage students to spend equal time with equipment designed for group usage and equipment designed for solitary usage.

--Make rules for equipment operation brief and clear, and urge independent usage. Provide for repeated practice.

--Select more automatic items.

--Modifications and adaptations designed for use with students with other handicapping conditions can be used with success by mentally retarded students: large print, large functional control buttons and knobs, etc.

--Students can learn to operate simple equipment or be paired with other students.

--Audiovisual combinations are best.

--Cassette tapes and record players are effective for listening to music.

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CHAPTER 15. VISUALLY HANDICAPPED

Characteristics

Visual impairments range from mild restrictions to total blindness. Special services, such as itinerant or resource teachers and specialized equipment, are available for students who are visually limited or blind.

> A child is generally considered eligible for the special services of a resource or itinerant teacher if his measured visual acuity is 20/70 or less in the better eye with corrective lenses. in other words, if what he can see at 20 feet is not more than what a person with normal vision sees at 70 feet. Children who have a measured visual acuity of 20/200 or less in the better corrected eye or who have a visual field of no greater than 20 degrees are classified as legally blind (a definition originally created to determine eligibility for public assistance). However, many of these youngsters are actually visual learners, some even functioning well with regular print.
>
> Children with field defects may have an inability to see peripherally or may have 'blind spots' in their visual fields.
>
> It is important, too, to be aware of the fact that visually handicapped children differ in their ability to use their vision. Two children may have the same measured acuity, but one may rely on his other senses to perform the same tasks that the other child does by sight. These individual differences must be respected.
>
> Another consideration is the type of visual impairment, which is also a major factor in the child's visual functioning. With some eye disorders vision may actually fluctuate and even

> stable visual conditions may be temporarily influenced by factors such as lighting, fatigue, and emotions. The resource or itinerant teacher will discuss with you the specific needs or limitations related to your child's visual impairment. (Corn and Martinez, p. 4)

Educationally, the most important distinction to consider is whether a student, however he or she is classified, can be taught to read regular or large type print, or whether that student must be taught using means that do not involve sight. MOST CAN READ PRINT!

It is easier to assess the needs of the student whose vision is severely limited. It is correct to assume that the student is receiving very little information visually about his environment. Therefore, information must be presented in auditory or tactile formats.

Assessing the educational needs of students whose vision is blurred or incomplete is more difficult. It appears that the student understands the pictures in the workbook about which questions are being asked. It appears that the student is following the intricacies of play in a game. It appears that the student is able to travel safely at school and in the community. These students demonstrate the use of their vision regularly, but it is very difficult to determine how much or how well they are actually seeing.

For example, a student describes a picture in a book: she sees a dog sitting and a girl standing. However, she does not see the dog begging or the cookie in the girl's outstretched hand. She misses the subtle information necessary for comprehending the picture. This is not an unusual situation; it demonstrates how functional vision can be educationally unreliable.

Staffing

--Beware of non-verbal communication. (Ruark and Melby, p. 8)

--Explain visuals as they are used.

--Allow students to sit where they can make the best use of their vision. Make sure that the location does not hamper their hearing or block the view of other students.

--Feel comfortable using words such as "see" and "look".

--Use verbal cues; state student's name to get his or her attention; state your name, if necessary for recognition.

--Be sensitive to a student's unwillingness to use special appliances in front of peers. Take steps to lessen stigma and encourage use.

--A totally blind student or students with severe visual impairments may exhibit certain mannerisms like head swaying and habitually looking down. Be consistent with other teachers' (resource, itinerant, classroom) methods for dealing with this behavior.

--Encourage students to move about the media center to obtain materials and visual information. Students will know their own needs and develop ways of compensating for visual limitations. (Corn and Martinez, p. 5)

--Allow students to hold material close to their eyes.

--Plan and encourage for hands-on experiences.

--A student's best vision may not be achieved by looking directly at a person or material. If peripheral vision is best, be aware that a turned away face may not be a sign of inattention. (Peaches, p. 1)

--When guiding visually impaired students allow them to hold onto your elbow (or wrist if they are shorter) and let them follow you.

Services

--Label or code shelves, materials, equipment, and equipment controls with large type print, 3-dimensional or tactile letters, or Braille if necessary. (A braille label maker is available from the American Foundation for the Blind)

--Develop a system for students to locate you or to get your attention if they are unable to see you. A bell? A light?

--Make orientation an on-going process presenting information in a variety of formats.

--Make a simple relief map of the center (glue or perforated lines).

--Pair a sighted student with a visually impaired student when a new environment or experience could cause confusion or danger to the student (field trip, etc.).

production

--Outline copies of diagrams, maps, simple concept pictures, etc. with Elmer's glue or use a sewing tracing wheel on back to perforate lines.

--Make duplications in black ink whenever possible. Photocopy or give originals to the visually impaired student rather than a ditto copy. The ditto master may also be given to the student; it is usually darker and more legible. (Corn and Martinez, p. 15)

--Use a large print typewriter.

--Produce single concept slides, i.e., large letters of alphabet, vocabulary words.

Instruction

--Whether or not the student uses vision or adapted materials, the visually impaired student will require longer work periods to complete the assigned lessons. Time and a half is usually considered acceptable. (Corn and Martinez, p. 15)

--As the student may demonstrate eye fatigue, assignments need to be evaluated on the amount of repetition required for mastery.

--Use concrete examples.

--introduce one concept at a time.

--Do not stand with your back to a window. Glare and light will silhouette what you are doing. (Corn and Martinez, p. 13)

--Allow students to assist in demonstrations or to handle materials before or after demonstrations. (Corn and Martinez, p. 13)

--For a filmstrip with captions have a sighted student read them aloud.

--Have a sighted student with the same assignment read materials aloud to visually impaired students.

--In test situations, students should be able to write, type, dictate, or tape record their answers.

--If instructional materials need to be specially adapted (Brailled, tape recorded, etc.) give copies to the resource or itinerant teacher as far ahead of time as possible. (Corn and Martinez, p. 14)

Collection

books:

--See Chapter 7, The Media Collection, for legibility considerations.

--Regular print is usually appropriate as is, or with appliances for magnification.

--Large print (synonymous with primary type) is most frequently used. However, beyond the third grade, not all curricula are available due to high cost of production. Large print books are now available in standard sizes, rather than the oversized format used earlier, thus making them less obviously adapted materials and easier to handle.

--Braille materials are available through the vision specialist serving the student.

--Reference books may present difficulties because of small type. They are often too large to store and too expensive to have brailled, printed in large type or put on tape.

--Some metropolitan areas have volunteer services available for limited production or adaptation of materials.

magazines

--Regular print is usually appropriate as is, or with appliances for magnification.

--Large print and brailled editions of many magazines are available through the Library of Congress and state libraries.

newspapers

--Regular print is usually appropriate as is, or with appliances for magnification.

--Local PBS radio stations are very effective sources for local and national news. Broadcasts may be taped for later use (see Appendix C, Copyright considerations).

sound films

--Sound filmstrips and movies may be effective if essential information is conveyed via soundtrack. Thus, if students are not able to see all or any of the visuals they will receive the information required to comprehend and respond to questions.

--Additional information can be conveyed to visually impaired students if they are paired with sighted students who explain necessary parts.

--Discussion needs by visually impaired students to understand items may be helpful for other students as well.

silent films

--Partially sighted students may be able to comprehend information presented if captions are read aloud and supplemented through discussion.

--Silent movies are not usually effective except with students with milder visual impairments.

--Rear screen projections allow students to view more closely.

audio tapes

--Tapes and discs are very effective learning media for the visually impaired student, and are heavily relied upon throughout the student's education. However, listening alone is often an incomplete experience.

slides & transparancies

--Standard usage, projection on a large screen for group viewing, is not usually effective. Rear screen projection is preferred. Often as the projection becomes smaller, it becomes clearer.

--Make prints from slides or copies of the transparencies for the student to use as the group watches the screen.

graphics

--Single concept, clearly outlined or delineated areas are essential.

--Braille formats are occasionally available. However, research shows that these media are not effective learning aids for visually impaired students who likely have difficulty understanding abstractions involved in map and globe reading.

games

--Occasional modifications for clarity may be helpful, i.e., dark outlines, etc.

--Braille and large print editions are available for most common games.

models

--These need to be available for handling. The tactile sense is a valuable learning mode for items more intricate than the students' vision can ascertain.

material

(Corn and Martinez, pp 8-10)

--Felt tip pens: black in varying widths to produce bold letters or diagrams; colors to highlight.

--Acetate: Usually preferred in yellow, placed over printed page, will tend to darken the print itself as well as heighten the contrast of the background paper.

--Bold-line paper.

--Page markers and reading windows help students focus on words or lines of print.

--Sun visors and other shields.

--Raised line paper.

--Templates and writing guides: Make out of cardboard, plastic, or metal. Especially good for signing name.

--Bookstands bring work closer to eyes.

Equipment

Visually impaired students may need any of the following pieces of equipment to facilitate their educational programs. The equipment chosen for or by the student should allow for the greatest amount of independence and efficiency of use for that individual.

--Talking Book Machines: Pre-recorded record discs and audio tapes are available to anyone who is blind. The Library of Congress and state libraries are the major, but not the sole, distributors of Talking Books and Talking Book Machines.

--Variable Speed Tape: These machines enable users to review information at varying speeds dependent upon individual needs.

--Closed Circuit television: This equipment will electronically enlarge printed materials onto a television screen. Contrast and brightness can be altered to improve viewing. Image can be reversed to white on black background. (Corn and Martinez, p. 11)

-- Optacon: (Optical to tactile converter): A device about the size of a portable cassette tape recorder that converts print into tactile letters when a small probe is passed over a line of print.

--Slide Projectors: Teacher-produced slides can aid reading for visually impaired students by allowing them to view the alphabet and basic reading vocabulary in a size and brightness that most adequately meets their own unique visual needs.

-- Magnifiers: There are several types of magnification instruments that can aid visually impaired students in reading print materials. One of the most efficient is the Milkstool which maintains a constant distance from the printed materials and requires that the student only move the device left to right.

--Microfiche Enlarger: A special lens will enlarge the visual image on the screen of a microfiche reader. However, poor contrast or insufficient lighting may nevertheless present problems.

--Brailler: This device can help blind students record information for their own or other blind student's use.

--Braille Slate and Stylus: This combination can be used to take notes in braille.

--Rear Screen Projectors: Allows students to get very close to the screen.

--Portable Cassette Recorders: Large range of uses for visually impaired student, i.e., note taking, recording for transcription, etc.

--Speech Compressors Devices which speed up recorded material without changing pitch.

--Telescopic Aids: Small telescopes for viewing at a distance.

-- Lamps with rheostates: Provide for variations in possible lighting (higher or lower intensities). (Corn and Martinez, p. 9)

(Other sophisticated hardware, such as the Kurtzweiler Computer, is available for use with visually handicapped students. However, currently the cost is prohibitive for most public schools. They are most often used in special schools with high populations of blind students).

Facilities

- --Doors and cupboards should be all the way open or all the way closed. (Corn and Martinez, p. 8)
- --Lighting: provide different areas that are highly illuminated and dimly lit. Students with visual impairments vary in their lighting preference.
- --Provide necessary work or storage space to accommodate special materials and/or equipment. (Corn and Martinez, p. 6)
- --An uncluttered floor plan is necessary.
- --Students should be alerted to any relocation of furnishings.

Bulletin Boards (Peaches p. 7 and 10)

- --Use sharp contrasting colors.
- --Use three dimensional objects when possible
- --Avoid straight pins and other protruding objects within students' height range. Staples and thumbtacks are less dangerous.
- --Arrange some bulletin board displays to be examined by touching. Always remember the disadvantage of a visually impaired student in any process in which a model or a picture is used as an abstract of the real object.
- --Place hanging mobiles which come near the floor over the center of a table.
- --Orient students to any object which is sharp or fragile. Demonstrate its position and placement.

--Arrange displays on tables so that low items are in front and high ones in back.

--Arrange items in categories.

--Keep similar objects separated so they can be distinguished.

--Describe items which cannot be distinguished without vision.

--Provide tape recorded tour using tactile clues to locate objects on a display table.

CHAPTER 16. DEAF & HARD OF HEARING

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CHAPTER 16 DEAF & HARD OF HEARING

Characteristics

This section combines the categories of deaf and hard of hearing. They are defined in P.L. 94-142 as follows:

> "Deaf" means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects education performance. "Hard of hearing" means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf".

Students with hearing impairments vary considerably in degrees of hearing loss and in their ability to use whatever hearing they might have (residual hearing). Hard of hearing students are characterized by mild to moderate articulation problems and language delay. Students who are labeled deaf are characterized by severe articulation problems and language delay, and may be unable to understand spoken or written language and/or to express themselves at the level of their peers.

Being deaf is much more than simply not being able to hear. Mastering Speech and developing (even being aware of) the language patterns that underlie written and oral communication are formidable tasks for the hearing impaired. Most of what deaf children learn is taught to them. They absorb or "catch on" to less information by themselves; they experience a "lack of incidental 'overhead' learning." Bardenstein, p.1) It may be difficult for hearing impaired students to deal with abstractions and to make logical transferences of information from one situation to another. They are often isolated from their families, peers and their environment as a result of their lack of communication skills and lack of understanding.

Hearing impaired persons use different methods of communication. Many (even those defined as legally deaf) have some "residual hearing". They may hear sounds within certain ranges or be able to detect variations, etc. that serve as cues. Hearing aids amplify only those sounds within that range and do not provide full hearing capacity. Use of residual hearing may be augmented with lip reading. By learning to carefully watch and listen, some hearing impaired people can learn to speak. This "oral" method requires long years of training; often it is not possible for some hearing impaired persons to develop these skills. When individuals can learn "oral" communication they can usually function quite normally in general society.

Another method of communicating is "sign language". Signing can be taught to children at a very young age and they can more quickly learn to communicate. Finger spelling is an aspect of signing in which the letters are individually formed (rather than a sign for an entire word or thought). The disadvantage of signing is that communication in this form is limited only to those who know sign language.

"Total communication" is the term used to describe the combination of oral and signing. Proponents claim that it is logical to make use of all forms of communication within an individual's ability. Critics, however, feel that "total communication" ends up primarily as signing because it is easier for an individual with a severe hearing impairment to learn and to use signs.

There is a great deal of controversary over which method of communication is best. Which approach an individual student will use in communicating is a decision made by the parents and possibly the student. You should respect and abide by their decision. Do not try to change or supplement their preferred method.

Sign language, finger spelling, speaking and writing are all dependent upon mastery of basic language skills. As a media specialist you should encourage the development of these skills. Encourage students to communicate through their chosen mode and to actively participate with their peers in activities and discussions. (Discourage them from always writing). Communication and interaction with others and the environment decreases the sense of isolation hearing impaired students may feel. This type of climate is necessary for learning to take place.

Staffing

--Ask open-ended questions to determine level of understanding

--Speak on a face-to-face level and maintain eye contact.

--Articulate clearly with moderate speed. Avoid exaggeration, mumbling or loud speech.

--Speak to the side of the better ear if you are aware of need to do this.

--If sign language is the major mode of communication for a student, learn a few of the basic signs.

--Hearing aids pick up and amplify ambient (background) noise. Conduct conversations in quiet areas with this in mind.

--Make sure that the student is aware that you are about to give a direction, etc. It is helpful if the student can anticipate the nature of any communication.

--Encourage students to ask you to repeat and rephrase statements they do not understand.

--Face the light when you are talking.

Services

--Language difficulties can result in reluctant readers. Create incentive programs which will encourage reading.

--Develop programs to encourage expressional activities: puppetry, drama, mime.

--Procedures:

1. Write captions under media on transparencies, slides, filmstrips or video tape.
2. Write captions on separate films/slide and project side by side simultaneously using two projectors.
3. Mount slides together (picture on one, caption on other)

--Captioning: Before captioning video productions, consider the following:

1. Minimum essential background noise or music in media.
2. No off camera narrator while showing talking face of another person.
3. No fast dialogues
4. Minimum of transition between off and on camera speaker.
5. Moderate paced narration

--Create single concept materails: slides, flimstrips, 8 mm film loops, transparencies, etc.

--Reproduce maps that feature single concepts (i.e., only physical features state outline, etc.) (Bardenstein, p. 1)

Instruction

--Seat student for good visibility of you, activity, and other students. Point to person who is speaking to help hearing impaired student easily locate speaker.

--Do not stand in front of windows or bright lights when addressing student.

--Before discussing new material, list key vocabulary on handouts, board, overhead, etc.

--Use visual cues--captioned films, puppets, filmstrips, flannel board, pictures. Use props to introduce vocabulary; use words that can be acted out.

--Present information, stories, etc. in a logical sequence.

--Be concise, precise, but comprehensive in your directions.

--Relax, smile, speak clearly and distinctly but do not exaggerate or speak too loudly.

--Demonstrate whenever possible.

--Provide multisensory experiences.

--Use hand-on experiences.

--If necessary interpret what students says to group.

--Have written scripts for students to read while looking at visuals.

Collection

--Media considerations for hearing impaired and deaf:

--action filled

--very organized and logical concept development definitions

--majority of content and concepts shown rather than said.

--paced slow enough to allow time to read caption and see visual

--simple vocabulary and language structures (minimum of idioms, passive, negatives, complex sentences) (Bardenstein, p. 1)

Books:

--Regular collection is generally appropriate

--High interest/low vocabulary items will be effective for those whose reading skills lag behind their interest.

--Most curriculum programs for the deaf use a sight vocabulary approach rather than a phonic or linguistic based type.

--Reference Books: Because of limited reading skills, hearing impaired students may have difficulty utilizing reference tools.

Periodicals:

--Magazines which combine visuals with words reinforce language development. Consider vocabulary limitations of students. They don't "pick up" words.

--Periodicals are available that are intended for deaf audience.

Newspapers:

--No special needs

--Newspapers published by state schools for deaf around the country are available.

(Periodicals and newspapers may have lower reading levels, but use many idioms, coined words and colloquialisms that may present difficulties for some students.)

Filmstrips:

--Sound filmstrips may be effective if the student has some residual hearing or if the print and visual information provides adequate information

--Captioned filmstrips are usually very effective. The vocabulary should be within the students' skill level or new vocabulary introduced prior to viewing. Student can use filmstrips independently at own speed.

Movies:

--16 mm movies need to be previewed with the sound off. This will determine if the information available through visuals is adequate to convey the information in the lesson.

--Captioned films for the deaf are appropriate for use. These can be acquired through the state school for deaf, Bureau of Education for the Handicapped, or further information can be obtained from the Division of Vocational Rehabilitation, Deaf Department; and Gallaudet College.

--Video-tape can be captioned, avoid long dialogues.

--8 mm movies and film loops are effective as they rely on visuals for essential information.

Audio Tapes and Discs:

--Not usually appropriate for learning unless sufficient amplification through headphones is possible.

Slides:

--An effective teaching media as they rely on vision.

Graphics, poster, maps and globes:

--Effective teaching media

Games and Toys:

--An effective teaching media if they rely on vision. If games are based on sounds, as some phonic drill games are, alternatives should be offered.

Models, sculpture and specimens:

--Effective, allow hands-on experience

Transparencies:

--Easily made, stored, viewed by group

--Single concept

Equipment

Amplification equipment:

--Headphones/earphones: Check with specialist before using.- With earphones, hearing aids must be removed and consequently there is no way of monitoring the exact sound level. It is best to leave hearing aids on and utilize record players, etc., in the same fashion as with hearing students. (Peaches, p. 15)

--Audio loops with wireless headphones: Some will amplify through a student's hearing aid (check with specialist).

Slide/filmstrip projectors; 8 mm loop projectors

--Students can use independently at own speed or repeat as needed.

Overhead projectors

--Allows presenter to face audience

--Projection light enhances face of speaker and makes lip-reading easier.

16 mm projector:

--Use for showing captioned films

Character generator

Use to caption video productions

Facilities

--Provide quiet listening and study areas free of distractions.

--Visual signals should be installed to augment bells and fire alarms.

CHAPTER 17. SERIOUSLY EMOTIONALLY DISTURBED

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CHAPTER 17. SERIOUSLY EMOTIONALLY DISTURBED

Characteristics

P.L. 94-142 defines "Seriously emotionally disturbed" as follows:

> The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance;
>
> An inability to learn which cannot be explained by intellectual sensory, or health factors;
>
> An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
>
> Inappropriate types of behavior or feelings under normal circumstances;
>
> A general pervasive mood of unhappiness or depression; or
>
> A tendency to develop physical symptoms or fears associated with personal or school problems.
>
> The term includes children who are schizophrenic or autistic. The term does not include children who are socially malajusted, unless it is determined that they are seriously emotionally disturbed.

Seriously emotionally disturbed students may have difficulty learning because their behavior can interrupt the learning process. Working with emotionally handicapped students should involve a thoughtfully planned and consistent approach by all teachers concerned. Emphasis should be on structuring activities for success and on developing strong interpersonal relationships with the student.

Remember that all students who demonstrate unacceptable behaviors are not seriously emotionally disturbed. "Since there are few if any behaviors that are exclusive to "emotionally disturbed children" which are not found in so-called "normal children", it follows that children who exhibit inappropriate behaviors are individually "mostly just kids." Treat them as individual children." (Peaches, Introduction, Emotionally Impaired, p. 1)

The emotionally handicapped student may or may not express any of the typical behaviors while in the media center, depending upon his/her personal associations with it. The environment created by the media specialist is an important factor in making the student feel comfortable and will encourage a "normal" attitude toward the facility and the media program.

Other factors besides the environment, however, influence behavior. Do not be discouraged if, in spite of your efforts, the student expresses inappropriate behavior. Consult with the special education and classroom teacher to coordinate programs of discipline, expectations, and reinforcements for appropriate behavior.

Do not allow destruction and/or abuse of people or things. A sense of security comes from feeling safe and controllable.

Staffing

--Make an extra effort to commend appropriate behaviors of both the student and his/her peers. (Peaches, p. 2)

--Provide a consistent reaction to inappropriate behavior which is non-reinforcing to the student (ignoring, removal or loss of privilege, etc.). (Peaches, p. 2)

--Recognize students' feelings and respond with flexibility and sensitivity, not oversensitivity. (Smith and Bentley, p. 32)

--Stress your role of "manager" in encouraging the student's independence and initiative and channeling the student's energies constructively. (Smith and Bentley, p. 32)

--Never cause a student to feel "cornered"; provide acceptable options for behavior. (Smith and Bentley, p. 32)

--Model appropriate behavior; be calm and controlled, do not shout...

Services

--Keep rules and procedures simple and clear

--Establish specific rules for behavior (not just "be good!")

Instruction

--Keep directions brief and clear.

--Have student repeat or write down directions.

--Require frequent student response or interaction. (Peaches, p. 12)

--Structure activities around student's interests.

--Keep activities short in length; limit waiting time or unstructured time between activities. (Peaches, p. 9)

--Pace activities; active followed by quiet. (Peaches, p. 14)

--Pair students with positive behavior models.

--Position student next to or near you.

--Plan activities within the ability range of student to avoid frustration; watch for low frustration tolerance.

--Ask open-ended questions and encourage verbal responses from withdrawn students.

Collections

Books, Magazines, and Newspapers:

--The standard collection is appropriate.

--High interest/low vocabulary items are helpful for students who are educationally delayed.

Filmstrip and Movies:

--Sound filmstrips, 16 mm films and 8 mm filmloops are especially effective as they enable students to manage material of interest without problems associated with reading and vocabulary delay.

--Captioned filmstrips need to be assessed for the adequacy of visual cues to convey information, especially where vocabulary is difficult.

Audio Tapes and Discs:

--These are very effective teaching/learning media, especially where headphones are utilized to encourage concentration and limit distractions.

Slides, Transparencies, Graphics, Posters, Maps, Globes, Games, Toys, Models, Sculpture, and Specimens:

--No unique needs are identified.

Equipment

--Equipment usage should be supervised and attention paid to operation safety.

--Installation and use of audio-loops with wireless headphones are less confining.

--Avoid excessive use of equipment with withdrawn students if it further isolates them from personal interaction. (Peaches, page 15)

Facilities

--Create a quiet, relaxed atmosphere, (highly stimulating situations can precipitate a loss of control)

--Provide soft, comfortable furniture.

--Provide study areas away from main flow of traffic and away from other distractions like doors, windows, equipment, etc.

--Make wired study carrels available in sufficient numbers.

--Eliminate visual distractions in study areas, i.e., posters, graphics, mobiles, displays, bulletin boards.

--Provide enough space for each student.*

--Provide "cool-off" space.

---

*"Research has shown that he (the emotionally impaired student) tends to require more physical space than his peers so the same square footage can accommodate fewer students. Crowding leads to a build-up of tensions and consequently a reduced ability to function." (Harris and Baskin, p. 9)

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Reference

- American Foundation for the Blind
  Publications Division
  15 West 16th Street
  New York, N.Y. 10011

  Free catalog of publications and catalog of Aids and Appliances for the Blind and Visually Impaired (everything from games to kitchen utensils for use by the visually handicapped) Catalogs are free.

- American Association for the Advancement of Science
  AAAS Project on the Handicapped in Science
  1176 Massachusetts Avenue, N.W.
  Washington, D.C. 20036

  The project developed a directory of 500 handicapped scientists who are willing to speak in schools about education and careers. They have also developed other materials for teaching science to handicapped students.

- Baskin, Barbara H. and Karen H. Harris. Notes from a Different Drummer: A Guide to Juvenile Fiction Portraying the Handicapped. New York: R.R. Bowker, 1977.

  Excellent book giving rationale for evaluating books on handicaps plus short annotations and analysis of 300 books.

- Bibliography of Secondary Materials for Teaching Handicapped Students. Wash. D.C.: President's Committee on Employment of the Handicapped, 1977.

  Lists materials dealing with the delivery of special education, vocational education and industrial arts services to handicapped individuals.

- Captioned Films and Telecommunications Branch
  Bureau of Education for the Handicapped
  United States Office of Education
  Washington, D.C. 20202

  For general information about the captioned films program.

- Captioned Films for the Deaf Distribution Center
5034 Wisconsin Avenue N.W.
Washington, D.C. 20016

For information on entertainment captioned films.

- Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Send for free catalog of publications and non-print media. In cooperation with CEC the Educational Resource Information Center (ERIC) offers a clearinghouse on Handicapped and Gifted Children. Through the clearinghouse custom computer searches, computer search reprints, annual topic bilbiographies and quarterly indexes provide access to the ECER (Exceptional Child Education Resources) data base.

- Directory of National Information Sources on Handicapping Conditions and Related Services. Washington, D.C.: Department of Health, Education and Welfare.

A comprehensive volume describing the purposes, activities and services of 270 national level organizations and federal agencies. It is available free from:

Clearinghouse on the Handicapped
Office for Handicapped Individuals
388-D South Portal Building
Washington, D.C. 20201

(DHEW publication No. OHD 77-22003)

- Dreyer, Sharon Spredermann. The Bookfinder. American Guidance Service, 1977.

A guide to children's literature about the needs and problems of youth ages 2-15. This reference work describes and categorizes 1,031 children's books according to more than 450 psychological, behavioral and developmental topics of concern to youth.

- ERIC Clearinghouse on Information Resources. Syracuse University.

Information on the management, operation and use of libraries.

ERIC Clearinghouse on Information Resources
Syracuse University
School of Education
Syracuse, New York 13210

•Federal Assistance for Programs Serving the Handicapped. Wash., D.C.: HEW, OFfice for Handicapped Individuals, 1978. DHEW Pub. No. (OHDS) 78-22001, available through GPO.

Lists government programs which provide assistance to handicapped persons.

•Handicapped Learner Materials Distribution Center
Indiana University
Audio-Visual Center
Bloomington, Indiana 47405

Send for Catalog of Instructional Materials for the Handicapped Learner. Materials in this catalog are available on free loan (excepting return postage) for 1-7 day periods. Items are loaned for preview purposes and actual usage with handicapped persons, but only if the items are not available from local media resource centers.

•Handicapped Requirements Handbook
Federal Programs Advisory Service
2120 L Street N.W., Suite 210
Washington, D.C. 20037

Subscription at $65/copy includes Basic 504 Compliance Guide plus 12 monthly supplements and newsletters. Individual "Agency Requirement Chapters" are $15 each. The scope and detail of this publication would make it appropriate for a district level resource.

•Mainstreaming: A Working Bibliography. Minneapolis, Minnesota: National Support Systems Project, Third ed. October 1, 1977.

Bibliography is not complete or comprehensive. Citations have not been systematically evaluated nor chosen for quality. It is however an extensive listing and is carefully indexed.

National Support Systems Project
253 Burton Hall
University of Minnesota
Minneapolis, Minnesota 55455

•McCarr, Dorothy. Materials Useful for Deaf/Hearing Impaired. Lake Oswego, Oregon: Dormac, Inc., 1976.

An annotated bibliography of useful material for deaf/hearing impaired students. Book is divided into ten curriculum areas. Includes interest and reading level plus cost for each item.

- National Center Educational Media and Materials for the Handicapped (NCEMMH), Ohio State University.

Computer-based, on-line system for searching and production of inexpensive hardcopy materials. Abstracts of over 37,000 items: child-use, training and assessment. (NIMIS II or OSU-NIMIS) DTIMS: Directive Teaching Instructional Management System is designed to assist teachers in providing individualized instruction for acquisition of academic skills. Materials field-tested with both handicapped and non-handicapped students.

Newsletter: The Directive Teacher

NCEMMH
The Ohio State University
Columbus, Ohio 43210

- National Information Center for Special Education Materials (NICSEM), University of Southern California.

Computer-based, on-line system accessed through Lockheed's DIALOG and BRS:

National Instructional Materials Information System (NIMIS I) Indexes child-use instructional materials and teacher training materials. Also has produced catalog of special education non-print media: NICEM Index to Non-Print Special Education Materials.

NICSEM publishes the newsletter, Frankly Speaking.

NICSEM
University of Southern California
University Park
Los Angeles, California 90007

- NICEM Index to Non-Print Special Education Materials -- Multimedia. Los Angeles: NICEM and NICSEM, 1979.

Two separate volumes: Learner Volume contains 35,558 titles and abstracts on materials suitable for direct instruction of the handicapped. The Professional Volume contains 5,192 abstracts of media and materials selected for use by parents of exceptional children, special education teachers and other professionals.

- Pick a Title. Baltimore, Maryland: The Maryland State Department of Education, 1978.

A collection of children's books and other media about the handicapped. Short annotations.

- Sadker, Myra Pollack and David Miller Sadker. Now Upon a Time.
  New York: Harper and Row, 1977.

A reference book to children's books with a good section on handicaps and children. Bibliographies are annotated.

- Topical Bibliographies. Reston, Virginia: Council for Exceptional Children/
  ERIC Clearinghouse on Handicapped and Gifted Children.

This service of CEC provides custom computer searches as well as subject bibliographies taken from yearly volumes of Exceptional Child Education Resources (ECER). The bibliographies in each yearly series consist of 50-100 citations (pub. dates, author, title, source and 200 word summary) at a cost of $4.50 each.

For further information contact CEC.

Books on Library Services to the Handicapped

- Baker, D. Philip and Dave Bender. Library Media Programs and Special Learners.
  Syracuse, N.Y.: Gaylord Publishers, NYP.

This forthcoming volume contains case studies of exemplary media programs serving handicapped students.

- Baskin, Barbara and Karen H. Harris, editors. The Special Child in the Library.
  Chicago: American Library Association, 1976.

A compilation of articles relating to library media services for handicapped students. Although somewhat dated, this book was a forerunner of concern and both Baskin and Harris have continued their work in this area (see other references) and are names to keep in mind for quality information.

- Ruark, Ardis and Carole Melby. Kangaroo Kapers or How to Jump into Library
  Services for the Handicapped. Pierre, South Dakota: Division of
  Elementary and Secondary Education, 1978.

This publication is a source of information "relating to organizations serving the handicapped, periodicals, specialized bibliographies, guidelines for the evaluation of educational materials relating to the handicapped and strategies for effecting change." It is designed primarily for use by elementary media specialists.

This resource guide was developed as part of a Library Research and Demonstration Project (Office of Education, DHEW) entitled "Training Library Media Specialists to Serve the Handicapped Student."

- Strom, Maryalls G. Library Service to the Blind and Physically Handicapped. New York: Scarecrow, 1977.

This publication is a compilation of articles, many of them dated. Several articles relate to services for students in regular schools. Gives background and philosophical basis for serving the handicapped individual.

- Terwillegar, Jane, editor. Special People, Special Needs, Special Services. Athens, Georgia: University of Georgia, Department of Educational Media and Librarianship, 1978.

Very practical guidelines relating P.L. 94-142 to the media specialist. This is primarily a reference with extensive bibliographies although only some are annotated. Includes checklists, directories, evaluation and selection criteria.

Prepared for 7th Annual Conference for Continuing Professional Development, University of Georgia Bureau of Educational Studies and Department of Educational Media and Librarianship. Excellent buy at $2.00. Available from:

Educational Media Center
College of Education
The University of Georgia
607 Alderhold Hall
Athens, Georgia 30602

- Wright, Keith C. Library and Information Services for Handicapped Individuals. Littleton, Colorado: Libraries Unlimited, Inc., 1979.

Although the volume emphasizes public libraries rather than school library media centers, it is a valuable and up-to-date resource on library services to the handicapped.

General Periodicals on the Handicapped

- Amicus
National Center for Law and the Handicapped
1235 N. Eddy Street
South Bend, Indiana 46617

Center's bimonthly publication designed to monitor and report developments in the law as they relate to the rights of handicapped individuals, specifically court cases and legislation. Free.

- The Deaf American
National Association of the Deaf
814 Thayer Avenue
Silver Springs, Maryland 20910

Monthly publication covers a variety of general interest topics.

- The Directive Teacher

NCEMMH
Ohio State University
356 Arps Hall
1945 North High Street
Columbus, Ohio 43210

Publishes manuscripts by college or university affiliates, inservice teachers, and other special education professionals in the field. Topics represent one of three categories: 1. Teacher-made materials or technologies, 2. classroom applications, 3. home-based application. $6.75/yr. Replaced Apropos.

- Disabled USA

The President's Committee on Employment of the Handicapped
Washington, D.C. 20210

Reports progress in nationwide program to employ handicapped workers; presents new promotional and educational activities. Free.

- Exceptional Children

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Scholarly journal which focuses on educational problems of all exceptional children. $20/yr. 8 issues.

- The Exceptional Parent

PO Box 4944
Manchester, New Hampshire 03102

Offers practical guidance to parents and professionals. $15/yr. 6 issues.

- Frankly Speaking

NICSEM
University of Southern California
University Park
Los Angeles, California 90007

Newsletter published quarterly to meet the information needs of persons involved in special education at the local level. Focus on professional and child-use materials.

- Gallaudet Today

Gallaudet College
Kendall Green, Northeast
Washington, D.C. 20002

Quarterly which speaks out on issues affecting the needs, education, rights and welfare of deaf persons everywhere.

- Journal of Special Education

Subscription Department
111 Fifth Avenue
New York, New York 10003

Provides background information and concrete suggestions that can be applied in day-to-day work with children. $18.50/yr. 4 issues.

- NCEMMH (National Center on Educational Media and Materials for the Handicapped) newsletter

The Ohio State University
356 Arps Hall
1945 North High Street
Columbus, Ohio 43210

- Sports News for the Deaf

3606 Ramelle Drive
Council Bluffs, Iowa 51501

This "Sports Publication by the Deaf, for the Deaf" is issued monthly, except July. It contains sports news and articles about state deaf schools and colleges across the country. $6.00/yr.

- Teaching Exceptional Children

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Classroom oriented. Articles on instructional methods, learning materials and classroom management. $12.50/yr. 4 issues.

- Update

7000 Hamilton Avenue
Cincinnati, Ohio 45231

- News

7000 Hamilton Avenue
Cincinnati, Ohio 45231

Both publications are bi-monthly newsletters of the National Library Service (NLS) for the Blind and Physically Handicapped, Library of Congress. They contain articles about current projects and new products and resources for the visually impaired and physically handicapped. They are free. The NLS also issues bibliographies; sample titles include: Sources of Large Type Books, Subject Guide to Spoken Word Recordings.

Special Periodical Issues

- Audiovisual Instruction. Vol. 14, November 1969 (The Role of Media in Special Education).
- Audiovisual Instruction. Vol. 21, December 1976 (Technology and the Exceptional).
- Illinois LIbraries. Vol. 59, September 1977 (Media/Information/Services for Exceptional Students).
- Interracial Books for Children Bulletin. Vol. 8, No. 6 and 7, 1977 (double issue on Handicappism in Children's Books).
- School Media Quarterly. Vol. 6, Summer 1978 (Issue theme: Special Education: A Continuum of Services).

Acquiring Knowledge About P.L. 94-142 & Handicaps

- Ballard, Joseph. Public Law 94-142 and Section 504 -- Understanding what they are and are not. Reston, Virginia: Council for Exceptional Children, 1977.

Brief explanation in question and answer format. Easy way to get a grasp of what law is about.

- Ballard, Joseph, Jean N. Nazzaro, and Frederick J. Weintraub. P.L. 94-142, The Education for All Handicapped Children Act of 1975. Reston, Virginia: The Council for Exceptional Children, 1976.

Multimedia kit to help educators understand the many facets of P.L. 941-42. Three captioned filmstrips, 3 audio cassettes, copy of law, a question and answer document and printed copy of scripts. $50.

- The Deaf and Blind
American Foundation for the Blind
Audio Cassette

Raymond Swing discusses questions concerning the deaf and blind with Annette B. Dinsmore of the American Foundation for the Blind.

- Gearhart, William R. and Mel W. Weishan. The Handicapped Child in the Regular Classroom. St. Louis: C.V. Mosby, 1976.

This very readable book gives good basic coverage of the many aspects of education for handicapped students. It speaks to specific handicapping conditions and presents strategies, alternatives, modifications and adaptations for educating these students.

- Hagerty, Robert and Thomas Howard. How to Make Federal Mandatory Special Education Work for You: A Handbook for Educators and Consumers. Springfield, Ill.: Charles C. Thomas Publishers, 1978. $11.75

This book provides easily understood and accurate information on P.L. 94-142. Chapters include role of federal, state and local leadership.

- Haring, Norris G., editor. Behavior of Exceptional Children. 2nd ed. Columbus, Ohio: Charles E. Merrill, 1978.

Explains who are exceptional children, what the handicaps are and the problems of labeling. Includes directions on how to teach exceptional children.

- Langone, J. Goodby Bedlam. Waltham, Mass.: Little, Brown, 1974.

A medical journalist explains in popular and concise terms how to understand abnormalities, character disorders, psychosomatic disorders, and brain dysfunctions. Useful for the non-specialist who wishes to improve his/her understanding.

- The Law and Handicapped Children in School. Bloomington, Indiana: Audiovisual Center, Indiana University.

Series of 14 videotapes that assess the history and applicability of P.L. 94-142. Introduces some of the problems and implications of law.

- Reynolds, Maynard C., editor. Mainstreaming--Origins and Implications. Reston, Virginia: Council for Exceptional Children, 1976.

Excellent for background information and implications of the law.

- Weintraub, Frederick J. State Law and Education of Handicapped Children: Issues and Recommendations. Reston, Virginia: Council for Exceptional Children, 1972.

Good reference to the laws on mainstreaming.

Teaching Techniques

- Baker, Clifford D. and Barbara J. Fowler. Preparing General Educators to Work with Handicapped Students. Greeley, Colorado: University of Northern Colorado, 1979. $30.

This handbook provides a wide variety of field-tested teacher-training activities, step-by-step teaching suggestions, supplementary instructional materials, updated listing of resources for developing mainstreaming competencies for general educators. Useful resource for planning inservices.

- Haring, Norris G. and R.L. Schiefelbusch. *Teaching Special Children.* New York: McGraw Hill Book Co., 1976.

The authors present a number of instructional models in summarized form. They also give reference to complete instructional packages.

- Heinich, Robert, editor. *Educating All Handicapped Children.* Englewood Cliffs, N.J.: Educational Technology Publications, 1979.

This books offers guidelines to educators for managing the changes necessitated by mainstreaming. It deals with the system-wide effects of such areas as: the structure of the school, the organization of teacher education, design of instruction, etc. It is valuable to the media specialist as an instructional team member.

- Reynolds, Maynard C. and Jack W. Birch. *Teaching Exceptional Children in All American Schools.* Reston, Virginia: Council for Exceptional Children, 1977.

Clearly written text for all school personnel involved in interpreting and implementing P.L. 94-142. Half of book is devoted to specific handicapping conditions.

- Stephens, Thomas M., A. Carol Hartman and Virginia H. Lucas. *Teaching Children Basic Skills: A Curriculum Handbook.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1979? $11.95

Book contains over 700 "short-term objectives" required as part of IEPs; sample assessment tactics and teaching activities; exercises in creating assessment tactics and teaching activities.

- *Teacher Training in Mainstreaming.* New York: EPIE (Educational Products Information Exchange) Institute, 1978. EPIE Report: No. 86m.

Provides extensive analysis on the instructional aspects of materials designed for inservice training relevant to mainstreaming. Covers 15 series of training materials. Excellent for evaluation of existing series or for designing own training materials.

- Teaching Resources Corporation
100 Boylston Street
Boston, MA 02116

Send for free catalog which provides detailed descriptions of over 200 programs and materials for special education, early childhood, and language development. Company publishes a series of fifteen books "TR's Mainstreaming Series" designed to help teachers and specialist understand and work with exceptional children.

- Thomas, M. Angele, editor. Developing Skills in Severely and Profoundly Handicapped Children. Reston, Virginia: Council for Exceptional Children, 1977.

A product of the ERIC Clearinghouse on handicapped and gifted children. Ten outstanding articles.

- Turnbull, Ann P., Bonnie Strickland, and John C. Brantley. Developing and Implementing Individualized Education Programs. Columbus, Ohio: Charles E. Merrill Publishing Co., 1979? $8.95.

A handbook on how to implement P.L. 94-142, discusses steps and mechanics for writing IEP's.

Developing Student Awareness

- AID: Accepting Individual Differences
Developmental Learning Materials
7440 Natchez Ave.
Niles, Ill.

The AID kit is designed to help elementary and middle grade students learn to understand, accept and develop a positive attitude toward people with handicaps. Kit contains 4 large picture books, 5 teachers guide booklets, and 1 cassette.

- Berger, Gilda. Learning Disabilities and Handicaps. New York: Watts, 1978.

This book deals with the attitudes of young people toward the physically impaired and defines most of the specific impairments. It examines their history and provides scientific information and available treatment.

- Better Understanding of Disabled Youth (BUDY)
Ideal School Supply
11000 S. Lavergne Ave.
Oak Lawn, Ill. 60453

This series consists of five units of multi-media kits to provide teachers and elementary school children with the needed information and a variety of activities to enhance understanding differences among people for the purpose of achieving appropriate interaction and successful integration. Each BUDY unit contains a teacher's manual, a filmstrip and audio-cassette, posters, stories and student manipulatives and/or worksheets.

- Family Relations (Vision, Hearing and Speech Series)
Creative Arts. 1972
6-9 x 11 prepared transparencies.

Each transparency presents symptoms of specific impairment.

•Feeling Free. Englewood Cliffs, N.J.: Scholastic Books, 1979.

Six 16mm films (also available in video format), activities and storybooks. Designed for use in grades 4-6, the materials help students to better understand handicapping conditions by showing kids with different handicaps at home and in school. Materials are sensitive and informative.

•Films Incorporated
733 Green Bay Road
Wilamette, Illinois 60091

This company has put out a number of film series, some from the Zoom television series, which provide positive images of handicapped young people. Send for catalog "Exceptional Films about Exceptional Children."

•Haskins, James. Who Are the Handicapped? N.Y.: Doubleday, 1978.

Excellent resource for Junior High and up to help develop positive feelings toward handicapped people.

•I'm Just Like You. Sunburst Communcations, Victoria Production, Inc., 1977.

Two filmstrips, 2 cassettes and a teacher's guide. Materials are about a 13 year old blind boy who adequately copes with his disability. General audience appeal.

•Julie and Spanish Dancer. National Foundation, March of Dimes, 1975.

Each of these films is about a nine year old girl who is born without arms or legs. In Julie, she and her teenage siblings share their observations concerning her reception into a society where handicapped people are a minority. Spanish Dancer is filmed in a documentary style and is an informative and optimistic sequel to Julie. General audience appeal.

•Kids Come in Special Flavors
Box 562
Dayton, Ohio 45405

This kit contains complete, ready-to-use teaching materials and simple instructions to simulate the actual inconvenience of being handicapped. Exercises help kids, grades 3-12, explore physical and psychological stumbling blocks created by handicaps. 16 simulations, questions for discussion, cassette tape, guide book. $19.95

•MEET Series
H & H Enterprises, Inc.

The "Meet" series contains 4 books and matching records to explain handicapping conditions to non-handicapped children pre-school through second grade. $29.00

•Mimi: This is Who I Am. Guidance Associates, 1977.

This filmstrip and guide help viewers (students and adults) gain understanding about the physically disabled. The film is about and narrated by Mimi Nelkin about her own thoughts and life experiences, general audience appeal.

•Please Know Me As I Am
The Jerry Cleary Company
25 Ronald Road
Sudbury, MA 01776

This guide helps elementary children understand the child with special needs. The format involves teacher application and children's reactions to the concepts presented. It includes 11 curriculum suggestions with course instruction, teacher application, and children's reactions. $4.45

•Pursell, Margaret Sanford. Look at Physical Handicaps. Minneapolis, Minnesota: Lerner Publishers, 1976.

Through black and white photography and a simple text the problems of people who have physical handicaps is portrayed. This book encourages readers to understand, not pity those who are impaired.

•Put Yourself in My Place. N.Y.: Guidance Associates, Inc., 1978.

Kit containing 2 color filmstrips, 2 cassettes and discussion guide. The program considers the adolescent dilemma of peer acceptance vs. individual identity.

•Teen Scenes
Developmental Learning Materials, 1979.
12 full color posters 12" x 18".

Handicapped students are pictured at work and in recreational settings. Instruction sheets provide a variety of discussion question and background information on each poster subject.

•What If You Couldn't...?...A Program About Handicaps
by Children's Museum of Boston with WGBH, Boston
Selective Educational Equipment, Inc.

The purpose of this kit is to "create an awareness and sensitivity among nondisabled kids and teachers to the needs of handicapped kids." Kit, designed for elementary and middle school children, includes lesson plans and activities, simulation experiences and problem solving exercises; masters for worksheets and handouts, book and pamphlets. $360.

Facilities

•Aiello, Barbara, editor. Places and Spaces: Facilities Planning for Handicapped Children and Adults. Reston, Virginia: Council for Exceptional Children, 1976.

Designed to aid dialogue between the educator and the designer (architect). Three sections: In Print (publications), In Plan (specifications) In Addition (resources--people, groups, places).

•American National Standards Institute
1430 Broadway
New York, N.Y. 10018

The ANSI provides the machinery for creating voluntary architectural standards. State codes are often based on ANSI recommendations. They also put out a publication on funding sources for making changes.

•Cary, Jane Randolph. How to Create Interiors for the Disabled. N.Y.: Pantheon Books, 1978. $5.95.

A cheerful, optimistic, yet realistic picture of what is available today for adapting the home environment for someone who is disabled. Helps in understanding some of the problems. Has ideas you could use in your media center and will be a helpful resource for older students and parents.

•Coons, Maggie and Margaret Milner, ed. Creating an Accessible Campus. Wash. D.C.: Association of Physical Plant Administrations of Universities and Colleges, 1978.

Besides giving specifications for creating a barrier free campus, this book gives practical suggestions for implementation and also good background explanations of problems which are not readily apparent to someone who does not have to overcome them.

•Kliment, Stephen A. Into the Mainstream: A Syllabus for a Barrier-Free Environment. N.Y.: American Institute of Architects, 1975.

Practical information for working toward a barrier-free environment in your community.

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APPENDIX A

MEDIA SKILLS SEQUENCE

I. COMPREHENSION-STUDY SKILLS

1.1.1 Follows a verbal direction to find a particular picture.
2 Names objects in a picture as nonrelated, separate forms.
3 Classifies by simple categories (e.g., animals, people, food).
4 Classifies objects in terms of two or more properties.
5 Identifies picture corresponding to sentence read by teacher.
6 Selects object which indicates appropriate relationship.
7 Pantomines story sequence.
8 Locates pictures when arranged categorically by picture index.
9 Discriminates between front and back of book.
10 Suggests captions for pictures.
11 Verbally identifies sequence of selection (e.g., beginning, body, end).
12 Demonstrates awareness of letter sequence in alphabet.
13 Indicates appropriate emotional reaction to given situation.
14 Identifies cause and effect relationship in a picture.
15 Arranges picture stories in sequence.
16 Identifies absurdity.
17 Recalls sequence of events
18 Makes inference based on given set of facts.
19 Locates title of book on its cover.
20 Recognizes Table of Contents
21 Locates story by page number
22 Identifies pictures in magazines to illustrate topic of study.

1.2.1 Associates words with pictures ("cat" with picture of cat).
2 Identifies omissions in a picture sequence.
3 Arranges letters of the alphabet in sequential order.
4 Indicates appropriate alternative in problem solving situation.
5 Selects picture preceding or following stated story event.
6 Answers factual questions about a short selection read orally.
7 Selects word omitted from sentence context using picture clue.
8 Matches words to picture definitions.
9 Selects sentence to correspond with picture.
10 Identifies phrases as thought units.
11 Selects phrase to correspond to picture.
12 Identifies conventions of writing as used in reading materials.
13 Locates letter in picture dictionary which begins name of picture shown by teacher.
14 Reads silently through short selection.
15 Locates story titles and page numbers using Table of Contents.
16 Follows one-step written direction.
17 Identify purpose of field trips
18 Develops a story when given a sequence of 3 or 4 pictures.
19 Classifies and relates words in a given category.
20 Explain main idea in pictures.
21 Identifies words from a specified word list which form an associated pair.
22 Selects missing word from sentence context without picture clue.
23 Determines which selections deal with reality and which deal with fantasy.
24 Discriminates events which occurred in the past from those which occur in the present.
25 Selects appropriate captions for pictures.

1.2.26 Locates specific information:
  - in reading selection
  - using picture clues in decoding
  - using visuals (pictures, charts, filmstrips, etc.)
  - listening to audio materials

27 Present information orally, in sequence and with clarity.

1.3.1 Finds sentence which contains answer to question of simple recall.

2 Finds answers to who, what, when, and where.

3 Identifies speaker and person spoken to in selection.

4 Identifies phrase which states possible effect of stated cause.

5 Identifies word or phrase inferred from sentence content.

6 Completes statement bases directly on the content of material read in a short selection.

7 Alphabetizes words to the first letter.

8 Locates given word from known vocabulary in a picture dictionary.

9 Follows two-step written direction.

10 Locates author's name in book.

11 Locates chapter headings in book.

12 Identify and explain:
  - a written sequence of events
  - a pictorial sequence of events
  - an audio sequence of events
  - visual images using line, color, and shape

13 Predicts outcome after reading sequence of sentences.

14 Selects appropriate conclusion for paragraph.

15 Matches words which show abstract relationships.

16 Matches setences to pictures which show abstract relationships.

17 Matches sentences to words which show abstract relationships:
  - cause/effect
  - value judgment

18 Selects words omitted from sentence to complete analogy.

19 Selects the main idea in a paragraph.

20 Identifies:
  - the title of a print or nonprint item
  - the author of a print or nonprint item
  - the illustrator of a print or nonprint item
  - publisher of a print or nonprint item
  - the place of publication of a print or nonprint item
  - the copyright date or date of publication of a print or nonprint item

21 Locates new words in picture dictionary.

22 Determines whether book contains specific story or information by using Table of Contents

23 Locates evidence in reading material to verify opinions.

24 Charts or graphs information.

25 Record (pictorially, etc.) and summarize information gained from a field trip or interview

26 Exchange ideas through discussion.

1.4.1 Arranges sentences in sequence.
2 Identifies ideas subordinate to main idea in a paragraph.
3 Identifies sentence stating possible inference of paragraph.
4 Identifies story elements:
  - characters
  - setting
  - time
  - plot
5 Locates, by title, books that have information about area of study.
6 Participate in an interview.
7 Demonstrates use of comma by pausing when appropriate during oral reading.
8 Identifies mood of selection.
9 Locates sentence that is inappropriate to paragraph content.
10 Matches paragraphs to pictures which show abstract relationships.
11 Identifies specific source of information (friend, book, movie, etc.).
12 Discriminates between dialogue and narration by use of quotation marks.
13 Selects subject heading which relates to stated information.
14 Interprets figurative language.
15 Locates definitions of unknown words in beginning dictionary.
16 Skims to obtain general idea of content.
17 Locates information using:
  - a telephone directory
  - sections of a newspaper and its indexes

1.5.1 Selects "new " meaning of familiar word through use of context clues.
2 Selects appropriate meaning of a given phrase in sentence context.
3 Selects correct response by drawing conclusions after reading a poem.
4 Selects appropriate theme after reading a poem.
5 Selects appropriate title for poem.
6 Discriminates between prose and poetry.
7 Identifies setting for a particular theory.
8 Locates guide words in beginning dictionary.
9 Selects dictionary definition appropriate to context of sentence.
10 Selects appropriate summary for given selection.
11 Discerns appropriate emotional reactions of story characters.
12 Identifies relationships of story characters to one another.
13 Discriminates irrelevant statements in related series.
14 Identifies a story written in play form.
15 Locates phonetic spelling of words in junior dictionary.
16 Locates specific topic in encyclopedia.
17 Discriminates between dictionary and encyclopedia as reference sources yielding different kinds of information.
18 Organizes related ideas under given topic heading.
19 Selects the statement that identifies appropriate inference from content of poem.
20 Arranges paragraphs in sequence.
21 Differentiates between fiction and non-fiction books by their library markings.
22 Alphabetizes to the second letter.
23 Follows three-step written direction.
24 Identifies fantasy, unreality, impossibility, and incongruity in a resource.
25 Identifies a fact, truth, reality, or possibility in a resource.
26 Predicts the outcome of a narrative.

1.6.1 Differentiates fact from opinion (objective and subjective statements).
2 Selects the word or phrase that means the same as an idiomatic expression in a selection.
3 Identifies synonyms as words meaning the same.
4 Follows multiple-step written directions.
5 Discriminates main topic from subtopics.
6 Lists events of a selection in order of their occurrence.
7 Predicts actions of a character in a given situation.
8 Predicts consequences of actions and events in a narrative.
9 Finds directions on simple maps and globes.
10 Interprets simple maps and globes.
11 Interprets simple graphs and charts.
12 Draws conclusions by answering questions from a reading selection.
13 Relates reading to own experiences.
14 Recognizes difference between biography and autobiography.
15 Locates specific information using card catalog:
  - author
  - book
  - title
  - subject

16 Recognizes a simile and gains meaning from context.
17 Identifies antonyms as words whose meanings are opposite.
18 Alphabetizes to the third letter.
19 Alphabetizes titles.
20 Distinguishes between word-by-word and letter-by-letter alphbetizing.

1.7.1 Understands and uses accent marks correctly pronouncing phonetic respellings.
2 Uses guide words to locate words in standard collegiate dictionary.
3 Uses a glossary to find the meaning of a word.
4 Makes inferences by using information from a reading selection.
5 Identifies homonyms as words which have the same pronounciation but different meanings.
6 Uses Dewey Decimal System to locate information in a library.
7 Recognizes abbreviation necessary for reference work.
8 Recognizes assumptions.
9 Uses punctuation marks to indicate pitch stress, and juncture.
10 Uses library call letters to locate specific material.
11 Alphabetizes to the end of words.
12 Writes an outline using main topic and subtopic.

1.8.1 Demonstrates use of context to derive meaning of a new word.
2 Recognizes metaphor and gains meaning from context.
3 States definition of and reuses a new word.
4 Locates location of specific information by using index.
5 Demonstrates use of accent mark to indicate syllable of primary stress.
6 Summarizes plot from a given story.
7 Skims materials to find a word, name, date, phrase, sentence, idea, or answer to a question.
8 Paraphrase simple information.
9 Classifies a given statement as fact, inference, or value judgment.
10 Orally reads using correct pitch, stress, and juncture.
11 Makes generalizations by answering questions from a reading selection.
12 Selects appropriate meaning of words with multiple meanings according to usage in a sentence.
13 Uses diacritical marks to correctly pronounce words in a standard collegiate dictionary.
14 Chooses appropriate reference aid.

1.8.15 Distinguishes between a paraphrase, a summary, and use of direct quotations.
16 Selects the appropriate sources and necessary instructional equipment given specific topics (geographical, biographical, quick facts).
17 Recognizes personification and gains meaning from context.
18 Uses map keys and scales to gain information regarding:
  - location
  - distances
  - directions
  - reference points
19 Interprets information given in tables.
20 Uses an appendix to locate material and information.
21 Locates information using:
  - almanacs
  - atlases
  - gazetteers
  - simple guides to children's periodicals
  - special dictionaries
  - a thesaurus
  - the index of special reference tools related to specific subject areas
22 Skims to find material relevant to a topic

1.9.1 Makes generalizations based upon inferences made from a reading selection.
2 Recognizes a malapropism and supplies the correct word.
3 Recognizes that each occupational area has a special vocabulary.
4 Locates main topic entries or entries referred to by a cross reference.
5 Identifies key words and phrases in reference material which may be used to locate additional information on a given topic.
6 Generalize information found in resources.
7 Compares ideas, facts, and visual images found in one resource for:
  - similarity
  - identity
  - difference
  - contradiction
8 Evaluates statements of opinion:
  - qualifications
  - emotions
9 Recognizes different types of fiction:
  - fables and myths
  - fairy tales
  - legends
  - tall tales
  - biographies
  - historicals
  - scientifics
10 Demonstrates map usage by determining:
  - sizes and location of cities
  - population density
  - industries
  - culture
  - climate
  - topography
11 Interprets information given in graphs.
12 Uses footnotes to document information from resources.
13 Locates information using a bibliography.
14 Locates information using the Reader's Guide to Periodical Literature.

1.10.1 Distinguishes between emotional and unemotional language.
2 Distinguishes between fantasy and realism.
3 Recognizes different types of non-fiction:
  - narrative
  - expository
  - autobiography
  - biography
  - informational articles
4 Writes an outline using main topic, subtopic, and details.
5 Defines a problem for research.
6 Plans a method of solving a problem using reference sources.
7 Assesses validity of material on basis of author's background, publication date of materials, and reasonableness of conflicting statements of other authors.
8 Identifies vocabulary for chosen job cluster program.
9 Identifies author's purpose:
  - entertain
  - inform
  - teach a lesson
  - persuade
10 Interprets dates arranged in time lines.
11 Organizes information around a clearly defined topic.
12 Compares figures in graphs to:
  - draw conclusions
  - make inferences
  - make generalizations
13 Summarizes information on a given topic from more than one source.
14 Draws conclusions on a given topic (inferences) from more than one source.
15 Knows the meaning of special type that indicates accent or pitch:
  - italics
  - boldface
  - all capitals
16 Defines meaning of the vocabulary words associated with chosen job cluster program.
17 Recognizes propaganda techniques.
18 Recognizes the following printing devices:
  - period
  - comma
  - semicolon
  - dash
  - quotation marks
  - parenthesis
  - ellipses
  - boldface
  - underlining
  - question mark
  - exclamation mark
  - colon
  - hyphen
  - italics
  - capital letters
19 Prepares notes in a specified form in presenting a report, giving credit when material is quoted.
20 Prepares a bibliography which follows a specified manner of style.
21 Predicts trends, tendencies, or conditions presented in resources.

II. IDENTIFICATION-UTILIZATION SKILLS

2.1.1 Selects materials which are of personal interest.
2 Selects a picture dictionary in order to match words with pictures.
3 Identifies and locates picture or easy materials.
4 Identifies and locates records.
5 Identifies, locates, and operates record players.
6 Identifies and locates cassettes.
7 Identifies, locates, and operates cassette tape recorders.
8 Identifies and locates filmstrips.
9 Identifies, locates, and operates filmstrip previewers.
10 Identifies and locates filmloops.
11 Identifies, locates, and operates filmloop projectors.
12 Identifies, locates, and operates listening station and ear phones.
13 Identifies and locates language master cards.
14 Identifies, locates, and operates language master.
15 Identifies, locates, and operates audio-visual kits.
16 Identifies, locates, and operates sound filmstrip previewer.
17 Identifies, locates, and uses appropriately:
  - paints
  - felt markers
  - posterboard

2.2.1 Translates oral or written directions from a resource into a product or action.
2 Records information on a cassette tape recorder.
3 Uses color (hue, value, and intensity), line, and shape to produce a picture based on ideas in a story or reading.
4 Composes a title for a story, picture, chart, etc.
5 Composes a story which has a beginning, middle, and end based on information from resources.

2.3.1 Selects print and nonprint materials appropriate to ability level.
2 Identifies and locates:
  - the fiction collection
  - the non-fiction collection
  - slides
3 Identifies, locates, and operates:
  - slide previewers
  - opaque projectors
4 Illustrates a story or reading by making a series of pictures, clay figures, creative movements.
5 Expresses ideas, feelings, or experiences obtained from a resource using a chosen method involving lines, shapes, colors, and textures.

2.4.1 Identifies and locates:
  - the card catalog
  - book catalogs
  - the vertical file
  - periodicals
  - newspapers
  - dictionaries
  - the telephone directory
  - transparencies
  - map and globes

2.4.2 Identifies, locates, and operates:
    - overhead projectors
    - micro-projectors
3 Makes:
    - a simple map
    - a simple chart
    - a simple graph

2.5.1 Prepares:
    - a handmade transparency
    - a color-life transparency
    - a handmade slide
    - a handmade filmstrip
2 Identifies and locates:
    - encyclopedias
    - pamphlets, clippings, etc in the vertical file
    - tapes (reel)
3 Identfies, locates, and operates:
    - reel to reel tpae recorders
    - dry mount press

2.6.1 Writes and constructs a model book which includes all specific parts of a book.
2 Uses lines, colors, shapes, and textures to create symbols.
3 Uses sounds to create audio messages.
4 Produces media from appropriately chosen materials without teacher direction.
5 Makes a detailed map floor plan of the Media Center (e.g.)

2.7.1 Identifies and locates 8mm or 16mm films.
2 Identifies, locates, and operates 8mm or 16mm film projectors.
3 Identifies, locates, and operates a slide projector.
4. Prepares:
    - a reel to reel tape recording
    - a slide
    - a handmade film
5 Writes a report using one chosen medium.

2.8.1 Distinguishes between types of visual materials (posters, filmstrips, slides, etc.) and select appropriate items based on advantages and disadvantages of each type.
2 Identifies, locates, and operates a camera.
3 Identifies and locates:
    - a thesaurus
    - specific reference materials
    - video tapes
4 Identifies, locates, and operates:
    - video tape recorders
    - television

2.9.1 Prepares:
  - a filmstrip
  - a film (filmloop)
  - a videotape
  - a slide presentation
  - an audio-visual presentation

2 Produces a media presentation that:
  - expresses a mood or feeling
  - contains specific subject matter
  - has an identifiable theme or main idea
  - shows sequential development of a character, theme, or main issue
  - has a definite point of view

2.10.1 Identifies and locates:
  - bibliographies
  - Reader's Guide to Periodical Literature
  - microforms

2 Identifies, locates, and operates:
  - microform viewers
  - copying machines - lamination equipment
  - thermofax
  - film editor
  - sound equipment (microphones, amplifiers, mixers, speakers)

3 Identifies and locates materials from local public and academic libraries

4 Prepares:
  - a machine-made transparency
  - a multi-media presentation
  - a detailed report using audio-visual materials and equipment

APPENDIX B

SAMPLE RECORD FORMS

MEDIA SKILLS -- RECORD FORM (EXAMPLE #1)

	AREA	LEVELS	
		1.1	1.2
I.	Comprehension- Study Skills	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27
		2.1	2.2
II.	Identification- Utilization	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17	1 2 3 4 5
		1.3	1.4
I.	Comprehension- Study Skills	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
		2.3	2.4
II.	Identification- Utilization	1 2 3 4 5	1 2 3
		1.5	1.6
I.	Comprehension- Study Skills	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
		2.5	2.6
II.	Identification- Utilization	1 2 3	1 2 3 4 5
		1.7	1.8
I.	Comprehension- Study Skills	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
		2.7	2.8
II.	Identification- Utilization	1 2 3 4 5	1 2 3 4

MEDIA SKILLS -- RECORD FORM (EXAMPLE #2)

Date Completed	SKILL NUMBER	SKILL
	1.1.1	Follows a verbal direction to find a particular picture
	1.1.2	Names objects in a picture as non-related, separate forms.
	1.1.3	Classifies by simple categories (e.g. animals, people, food)
	1.1.4	Classifies objects in terms of two or more properties.
	1.1.5	Identifies picture corresponding to sentence read by teacher.

MEDIA SKILLS -- RECORD FORM (EXAMPLE #3)

SKILL NUMBER	SKILL	PRE-TEST DATE	POST-TEST DATE
1.1.1	Follows a verbal direction to find a particular picture		
1.1.2	Names objects in a picture as nonrelated, separate forms.		
1.1.3	Classifies by simple categories (e.g. animals, people, food)		

APPENDIX C

COPYRIGHT CONSIDERATIONS

APPENDIX C -- COPYRIGHT CONSIDERATIONS

1. Become familiar with the "new" copyright law effective since January 1, 1978. A copy of the law is available free of charge by writing:

   Copyright Office
   Library of Congress
   Washington, D.C. 20559

   When you write, ask to have your name added to the Copyright Office Mailing List in order to stay current with changes and interpretations of the regulations.

2. Know what is considered "fair" use and when it is necessary to request permission to copy or change material.

   --request permission if not covered by the concept of "fair use".

   --request permission if changing the media format (i.e. making slides from pictures in a book)

   --request permission if changing the media by adding or subtracting elements (i.e., adding captions to a filmstrip, cutting out sections of a film).

3. Know who to ask permission from: send a self-addressed stamped business envelope for a free copy of the Directory of Rights and Permissions Officers.

   Association of Media Producers
   1707 L Street
   Suite 515
   Washington, D.C. 20036

4. Know what to do:

   --call or write the company explaining clearly what you specifically propose to do to the materials, how they will be used, and the duration and extent of their usage.

   --inquire about fees and special considerations.

   --send a form which states your specific request and gives company a place to give signed permission to use media in the way you propose.

   --keep copies of all your correspondence and the authorization from the company in your files

MANUAL EVALUATION FORM

Name

School

School District & State

Evaluate each chapter of the manual Mainstreaming in the Media Center: A Manual for Media Specialists for its overall quality. Be critical and very specific giving page numbers in response to comments.

Model (Chapter 1):

Is the Model clear? What would you add or omit if it is unclear?

The Guidelines: Please evaluate Chapters 2-21 according to the following questions.

1. Validity. Is the information being presented accurate?

2. Objectivity. Is the content fair and unbiased?

3. Credibility. Are proper conclusions drawn?

4. Reliability. Can the materials be trusted as accurate guidelines?

Utility:

5. Information scope, selection and balance.

   Are all the major components of a quality media program covered comprehensively?

b. Is adequate information given relating to each handicapping condition?

6. Terminology.

a. Is word usage well defined?

b. Are word choices understood?

c. Are word choices expressive of intent?

7. Audience. Is the product written with the media specialist's values, informational needs, and level of knowledge in mind?

8. Function. Are the materials functional for a media specialist to use in evaluating and improving the media program for purposes of mainstreaming?

Feasibility:

9. Realistic. Are the materials constructive, specific, action-oriented and sensitive to the resources available for media program improvement as relates to mainstreaming?

10. Readability. Are the following appropriate to the readers needs?

   a. Language

   b. Length

   c. Organization

11. Politicial Viability. Does material show knowledge of and a sensitivity to the political (i.e. school community) context in which the media program operates?

12. Resources for the Media Specialist.

a. Are resources listed relevant?

b. Are resources listed useful?

c. What should be eliminated?

d. What should be added? (annotate if possible)

Assessment Guide

- This Assessment Guide is designed to accompany the manual, Mainstreaming in the Media Center: A Manual for Media Specialists.
- The Guide is to be used by school library media specialists as a self assessment of their existing library media programs in terms of meeting the needs of handicapped students.
- Based on this assessment, the media specialist will be able to identify those areas of strength as well as those areas which need improvement.
- Completing the Assessment Guide will facilitate the process of developing a Plan of Action for providing a media program that is more responsive to the needs of all students, handicapped and non-handicapped, alike.

STAFFING - COMPETENCIES

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

1. THE MEDIA SPECIALIST IS FAMILIAR WITH THE MANDATES OF FEDERAL AND STATE LEGISLATION RELATING TO HANDICAPPED PEOPLE AND THE IMPLICATIONS OF THESE MANDATES FOR THE MEDIA CENTER PROGRAM.

AGS____

The media specialist...

1.1 reads about the laws and becomes familiar with the handicapping conditions which the laws cover. 0 1 2 3 4 5

1.2 reviews and/or studies materials, articles, books, etc. about specific handicapping conditions, P.L. 94-142, mainstreaming, etc. 0 1 2 3 4 5

1.3 reviews and studies the building and/or district plans to implement federal and state mandates. 0 1 2 3 4 5

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2. THE MEDIA SPECIALIST UTILIZES EXTERNAL SOURCES TO ACCESS INFORMATION AND MATERIALS ON P.L. 94-142, HANDICAPPING CONDITIONS, MAINSTREAMING, ETC.

AGS____

The media specialist...

2.1 develops a system for identifying and accessing external resources, such as: 0 1 2 3 4 5
- computer-based indexes
- school districts, regional education districts
- state departments of education
- universities and colleges
- state libraries and the Library of Congress (National Library Services for the Blind and Physically Handicapped)
- professional education associations (media, special education, vocational education, etc.)
- government and private agencies and organizations
- individuals (special educators, disabled persons, etc.)
- organizations of disabled persons (People First, etc.)

2.2 uses the various external resources mentioned above. 0 1 2 3 4 5

INSTRUCTIONS FOR COMPLETING THE ASSESSMENT GUIDE

Suggestion: Work on this Assessment Guide activity in more than one sitting. Select a quiet place where you can work uninterrupted for 30-45 minute periods. Base your responses on your initial reaction or "gut" feelings.

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a. The Assessment Guide consists of 43 Goal Statements numbered 1,2,3, etc.

b. Each Goal Statement is followed by a set of Indicators numbered 1.1, 1.2, 1.3, etc. These Indicators are tasks which might be performed to achieve the specific Goals.

c. Each Indicator is to be rated in terms of your individual performance by circling the appropriate response to the right of each item: 0 1 2 3 4 5

d. Using the Scale, you are to determine whether you are actually performing the task and at what level. (See the more detailed explanation of the scale on the next page). Do not be concerned at this point about the reasons for performing or not performing a task or even an entire set of tasks. These reasons will be considered when you develop your Plan of Action. (For instance, in the example below items 9.3, 9.5, and 9.6 are rated "0" because the media specialist does not do them. Even though item 9.5 is performed by the special education teacher and item 9.6 by the classroom teacher, they are still rated "0")

e. Disregard the AGS for now. This AGS (Average Goal Score) will be computed in a later step.

EXAMPLE:

d.

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

a. 9. THE MEDIA SPECIALIST HELPS NONHANDICAPPED STUDENTS TO COMMUNICATE AND RELATE POSITIVELY TO HANDICAPPED STUDENTS.

e. AGS____

The media specialist...

c.

b.

9.1 provides informational materials about handicapping conditions. 0 1 2 3 [✓ 4] 5

9.2 makes available media (fiction, nonfiction; print, nonprint) that present a positive, fair, and balanced representation of handicapped persons. 0 1 [✓ 2] 3 4 5

9.3 addresses attitudinal changes through literature, films, speakers, and experiential activities. [✓ 0] 1 2 3 4 5

9.4 utilizes materials that accustom students to seeing, hearing, and reading about handicapped persons in any given situation. 0 1 2 [✓ 3] 4 5

9.5 provides awareness activities designed to sensitize nonhandicapped students to the problems and feelings of their handicapped peers and to help break down attitudinal barriers. [✓ 0] 1 2 3 4 5

9.6 provides opportunities for handicapped students to discuss their disabilities either formally or informally. [✓ 0] 1 2 3 4 5

RATING SCALE

	As a media specialist...
0 - not yet attempted	you have done nothing of concrete substance.
1 - beginning planning	you have taken steps to gather materials, consult with resource people, identify areas of need, etc.
2 - advanced planning	you have defined goals and objectives; you have developed plans and activities.
3 - beginning implementation	you have begun to carry out some activities and plans.
4 - advanced implementation	you are carrying out plans and activities; you have achieved some of the goals and objectives; and you are continually evaluating and making revisions as needed.
5 - full implementation	you have achieved all goals and objectives; you have made revisions as needed and those revised plans are being implemented; you continue to evaluate.

Note: This scale need not be considered hierarchical. Planning is not always a formalized process, so you may be at an implementation level without having gone through extensive stages of planning.

COMPLETE THE ENTIRE ASSESSMENT GUIDE BEFORE GOING ON TO THE SCORE SHEET

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

STAFFING - COMPETENCIES

3. THE MEDIA SPECIALIST DEMONSTRATES A COMMITTMENT TO THE IDEAS OF MAINSTREAMING THROUGH PERSONAL ATTITUDES AND ACTIONS.

AGS____

The media specialist...

3.1 demonstrates fairness and consistency in relating to handicapped and nonhandicapped students alike. 0 1 2 3 4 5

3.2 does not use stigmatic labels to refer to people with disabilities. 0 1 2 3 4 5

3.3 actively invites and welcomes all handicapped students into the media center. 0 1 2 3 4 5

3.4 talks informally with all handicapped students. 0 1 2 3 4 5

3.5 can describe ways in which a student with a particular disability is like other students without that disability. 0 1 2 3 4 5

3.6 knows that within each handicapping condition there are varying degrees and types of limitations. 0 1 2 3 4 5

3.7 communicates and interacts with handicapped and and nonhandicapped students on an equal basis. 0 1 2 3 4 5

3.8 consults with handicapped students, special educators, parents, etc. about ways to promote understanding about handicapped people. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

STAFFING - MANAGER

4. THE MEDIA SPECIALIST ACCEPTS RESPONSIBILITY FOR SEEING THAT THE ENTIRE MEDIA STAFF, BOTH PAID AND VOLUNTEER, EXPRESSES ITSELF POSITIVELY IN RELATION TO HANDICAPPED STUDENTS.

AGS____

The media specialist...

4.1 works with handicapped students along with and/or in front of the rest of the media center staff. 0 1 2 3 4 5

4.2 encourages and expects aides and volunteers to work with all students. 0 1 2 3 4 5

4.3 observes and evaluates the staff to see that they are demonstrating such behaviors as: sensitivity, patience, equal acceptance of all students. 0 1 2 3 4 5

4.4 provides staff with informational materials and resources, e.g. related workshops and classes to help them work more effectively with disabled students. 0 1 2 3 4 5

4.5 provides staff with personal assistance to increase their skills and make their contact with disabled students easier and more effective. 0 1 2 3 4 5

4.6 provides inservice for media staff to assist them in working with handicapped students. 0 1 2 3 4 5

4.7 includes media staff in school and district-wide inservice programs that deal with mainstreaming and handicap awareness. 0 1 2 3 4 5

4.8 assigns media staff special tasks to use their talents and interests in working with disabled students. 0 1 2 3 4 5

STAFFING - MANAGER

Scale:
0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

5. THE MEDIA SPECIALIST DEVELOPS A MEDIA STUDENT AIDE PROGRAM WHICH CONTRIBUTES POSITIVELY TO THE MEDIA CENTER ENVIRONMENT AND PHILOSOPHY OF SERVICE FOR ALL STUDENTS.

AGS____

The media specialist...

5.1 provides student helpers with instruction about media center policies and procedures and their responsibility in creating a positive environment for all students. 0 1 2 3 4 5

5.2 recruits handicapped students as student helpers. 0 1 2 3 4 5

5.3 assigns tasks on the basis of interest aptitude and potential ability to perform the tasks. 0 1 2 3 4 5

5.4 trains students for tasks they are to perform adapting training techniques for handicapped students when necessary. 0 1 2 3 4 5

5.5 provides student helpers with activities aimed at developing understanding about similarities and differences among individuals. 0 1 2 3 4 5

5.6 provides student helpers with training in special techniques for assisting handicapped students in using materials and services. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

STAFFING - RESOURCE TO TEACHERS

6. THE MEDIA SPECIALIST COOPERATES WITH CLASSROOM TEACHERS TO HELP THEM IDENTIFY, SELECT, DESIGN AND PRODUCE MEDIA RESOURCES FOR TEACHING HANDICAPPED STUDENTS.

AGS____

The media specialist...

6.1 responds to specific requests from teachers for media resources for handicapped students. 0 1 2 3 4 5

6.2 communicates that the role of the media specialist includes working cooperatively with teachers in the area of media resources for handicapped students. 0 1 2 3 4 5

6.3 updates self regarding curriculum developments and instructional design for handicapped students. 0 1 2 3 4 5

6.4 initiates teacher contacts informing them of new resources for handicapped students. 0 1 2 3 4 5

6.5 assists teachers in adapting media for handicapped students. 0 1 2 3 4 5

6.6 produces or assists in the design and production of materials to meet special needs. 0 1 2 3 4 5

6.7 employs a record keeping system to note teacher interest, plans, needs, etc. for teaching handicapped students. 0 1 2 3 4 5

6.8 initiates a system within the school to identify new and varied uses for the building collection in meeting the needs of handicapped students. 0 1 2 3 4 5

STAFFING - RESOURCE TO TEACHERS

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

7. THE MEDIA SPECIALIST BUILDS AND MAINTAINS A PROFESSIONAL LIBRARY COLLECTION FOR TEACHERS AND STAFF WHICH INCLUDES MATERIALS RELATED TO MAINSTREAMING.

AGS____

The media specialist...

7.1	maintains an accessible, up-to-date and diverse professional collection including media and special education books, journals and newsletters.	0 1 2 3 4 5
7.2	places name on mailing lists of various organizations serving the handicapped to receive publications.	0 1 2 3 4 5
7.3	circulates to teachers items of interest on the handicapped (e.g., lists of new materials, relevant articles, etc.)	0 1 2 3 4 5
7.4	requests suggestions from teachers, staff, etc. for additional materials on mainstreaming for the professional collection.	0 1 2 3 4 5
7.5	develops an efficient system of obtaining teacher input about items and for sharing input with other teachers about specific suggestions for use with handicapped students	0 1 2 3 4 5
7.6	develops and distributes bibliographies on mainstreaming, etc.	0 1 2 3 4 5
7.7	asks special educators to review special education materials to note applicability and usefulness for other teachers.	0 1 2 3 4 5

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8. THE MEDIA SPECIALIST OFFERS SUPPORT TO SCHOOL ADMINISTRATORS IN PROMOTING MAINSTREAMING.

AGS____

The media specialist...

8.1	responds to principal's requests for information on mainstreaming and handicapping conditions.	0 1 2 3 4 5
8.2	includes administrators in system for circulating professional materials.	0 1 2 3 4 5
8.3	circulates materials received by administrators.	0 1 2 3 4 5
8.4	informs administration about the needs of the media center program in accommodating handicapped students.	0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

STAFFING - STUDENTS

9. THE MEDIA SPECIALIST HELPS NONHANDICAPPED STUDENTS TO COMMUNICATE AND RELATE POSITIVELY TO HANDICAPPED STUDENTS.

AGS____

The media specialist...

9.1	provides informational media and instruction about handicapping conditions.	0 1 2 3 4 5
9.2	makes available media (fiction, nonfiction; print, nonprint) that present a positive, fair and balanced representation of handicapped persons.	0 1 2 3 4 5
9.3	addresses attitudinal changes through literature, films, speakers, and experiential activities.	0 1 2 3 4 5
9.4	utilizes materials that accustom students to seeing, hearing, and reading about handicapped persons in any given situation.	0 1 2 3 4 5
9.5	provides awareness activities designed to sensitize nonhandicapped students to the problems and feelings of their handicapped peers and to help break down attitudinal barriers.	0 1 2 3 4 5
9.6	provides opportunities for handicapped students to discuss their disabilities either formally of informally.	0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

STAFFING - STUDENTS

10. THE MEDIA SPECIALIST HELPS DESIGN MEDIA CENTER ORIENTED ACTIVITIES ON HANDICAP AWARENESS FOR STUDENTS.

AGS____

The media specialist...

10.1 assesses student understanding and attitudes about disabilities. 0 1 2 3 4 5

10.2 observes interaction between handicapped and nonhandicapped students in the media center. 0 1 2 3 4 5

10.3 consults with handicapped students to gain their perspectives on the need for attitude and awareness activities for other students. 0 1 2 3 4 5

10.4 consults with special educators and handicapped persons for ways to become more aware of some of the problems handicapped people experience. 0 1 2 3 4 5

10.5 includes handicapped students in awareness activities to learn about conditions other than their own. 0 1 2 3 4 5

10.6 asks handicapped people to help develop and and lead awareness activities. 0 1 2 3 4 5

10.7 includes handicapped awareness activities as regular part of media program. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

STAFFING - STUDENTS

11. THE MEDIA SPECIALIST MAKES PROVISIONS TO INCLUDE HANDICAPPED STUDENTS IN ALL MEDIA CENTER ACTIVITIES.

AGS____

The media specialist...

11.1 conducts a flexible program to meet the needs of handicapped and nonhandicapped students. 0 1 2 3 4 5

11.2 provides multi-sensory experiences using a wide range of materials and formats. 0 1 2 3 4 5

11.3 provides hands-on experiences and activities which encourage self-expression. 0 1 2 3 4 5

11.4 varies the length of activities and provides options for participation. 0 1 2 3 4 5

11.5 designs media center programs so handicapped students can be involved with other students 0 1 2 3 4 5

11.6 designs activities in which handicapped students also have opportunities to assume leadership roles and/or take their turns in being the center of activity. 0 1 2 3 4 5

11.7 designs activities where success and participation are not prevented by a specific disability. 0 1 2 3 4 5

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12. THE MEDIA SPECIALIST APPLIES RULES AND POLICIES EQUALLY TO HANDICAPPED AND NONHANDICAPPED STUDENTS.

AGS____

The media specialist...

12.1 enables all students to learn the rules and understand why they exist. 0 1 2 3 4 5

12.2 assists handicapped students to abide by rules. 0 1 2 3 4 5

12.3 employs rules which are simple, clear and consistent, and applicable to handicapped students as well as nonhandicapped students. 0 1 2 3 4 5

12.4 accommodates all students by being flexible about procedures, while encouraging and teaching them to use standard procedures whenever possible. 0 1 2 3 4 5

12.5 cooperates with classroom teachers in implementing discipline. 0 1 2 3 4 5

12.6 involves handicapped and nonhandicapped students in the development of media center rules and procedures. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

STAFFING - STUDENTS

13. THE MEDIA SPECIALIST KNOWS SAFETY PROCEDURES FOR HANDICAPPED STUDENTS USING THE MEDIA CENTER.

AGS____

The media specialist...

13.1 designs plans for evacuating handicapped students from the media center in case of an emergency. 0 1 2 3 4 5

13.2 provides simultaneous audio and visual warning signals for emergency situations. 0 1 2 3 4 5

13.3 consults with school nurse and/or special educators about special safety/health considerations for individual students. 0 1 2 3 4 5

13.4 provides activities that balance the handicapped students' needs for exploration and independence with the need for sound safety practices. 0 1 2 3 4 5

STAFFING - COMMUNITY

14. THE MEDIA SPECIALIST TAKES ADVANTAGE OF THE MANY RESOURCES IN THE COMMUNITY FOR WORKING WITH HANDICAPPED INDIVIDUALS.

AGS____

The media specialist...

14.1 identifies persons or groups who have information and skills in working with handicapped individuals. 0 1 2 3 4 5

14.2 keeps a media center file of the human and other resources available in the community. 0 1 2 3 4 5

14.3 establishes programs to bring handicapped adults into the school to serve as positive role models for students. 0 1 2 3 4 5

14.4 involves parents of handicapped students in informational forums and informal discussions. 0 1 2 3 4 5

14.5 establishes a media center community advisory committee which includes handicapped persons and parents of handicapped students. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

SERVICES - TECHNICAL

15. THE MEDIA SPECIALIST PROCESSES AND CATALOGS MATERIALS IN WAYS THAT MAKE THEM USABLE AND ACCESSIBLE FOR STUDENTS WITH SPECIFIC HANDICAPPING CONDITIONS.

AGS____

The media specialist...

15.1 prepares listing of large print books for visually impaired students that is printed in large type. 0 1 2 3 4 5

15.2 spiral binds materials produced for media center so they will lay flat for students with limited or no use of upper extremities. 0 1 2 3 4 5

15.3 reinforces and laminates items which are heavily used or used by students with dexterity problems. 0 1 2 3 4 5

15.4 develops packaging which affords easier retrieval and accessibility (handles and loops on boxes, special labels, etc.) 0 1 2 3 4 5

15.5 mounts and laminates materials such as maps, large diagrams, etc. for easier handling, particularly when students cannot work flat on a table or on the floor. 0 1 2 3 4 5

15.6 provides varying formats for sections of the catalog as needed. 0 1 2 3 4 5

15.7 regularly checks all materials and equipment for signs of wear and damage, repairing as soon as possible. 0 1 2 3 4 5

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16. THE MEDIA SPECIALIST MODIFIES THE CIRCULATION SYSTEM TO ELIMINATE PROCEDURES WHICH MIGHT BE BARRIERS TO HANDICAPPED STUDENTS.

AGS____

The media specialist...

16.1 evaluates the circulation system to determine which procedures and rules need to be modified. 0 1 2 3 4 5

16.2 explores alternative systems which simplify circulation procedures. 0 1 2 3 4 5

16.3 develops simplified circulation procedures. 0 1 2 3 4 5

16.4 removes limitations on use of materials which restrict usage by some handicapped students: length of time materials can be checked out; number of items out at one time; types of materials that can be checked out; schedule of times for checking out materials and equipment; etc. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced planning
5 - full implementation

SERVICES - REFERENCE

17. THE MEDIA SPECIALIST CONSIDERS THE SPECIFIC NEEDS AND LIMITATIONS OF EACH HANDICAPPED STUDENT IN USING THE MEDIA CENTER'S REFERENCE COLLECTION AND SERVICES.

AGS____

The media specialist...

17.1 informs handicapped students about reference services available in the media center. 0 1 2 3 4 5

17.2 is available and approachable to assist handicapped students to use the reference collection and service. 0 1 2 3 4 5

17.3 informs handicapped students about the network of reference services available outside the school, such as: school district, public libraries, special libraries, governmental agencies, museums, human resources, library networks, etc. 0 1 2 3 4 5

17.4 pairs students to use cumbersome or difficult reference materials. 0 1 2 3 4 5

SERVICES - IN-SERVICES

18. THE MEDIA SPECIALIST WORKS WITH SPECIAL EDUCATORS AND SCHOOL ADMINISTRATORS TO COOPERATIVELY PLAN AND ORGANIZE TEACHER IN-SERVICE PROGRAMS RELATED TO MAINSTREAMING.

AGS____

The media specialist...

18.1 assesses the informal use of the media center and its services by handicapped students. 0 1 2 3 4 5

18.2 determines the need for teacher in-services by assessing whether teachers encourage and plan for use of the media center by handicapped students. 0 1 2 3 4 5

18.3 determines need for teacher in-services by assessing teacher requests for materials and assistance in working with handicapped students. 0 1 2 3 4 5

18.4 provides in-services as part of the media center program to present new materials, specialized equipment, adaptation techniques, etc. for handicapped students. 0 1 2 3 4 5

18.5 assists with school-wide teacher in-services on mainstreaming, by providing materials, equipment, arranging for speakers, etc. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

SERVICES - PRODUCTION

19. THE MEDIA SPECIALIST DEVELOPS A MEDIA CENTER PROGRAM FOR THE DESIGN, PRODUCTION AND ADAPTATION OF MATERIALS FOR HANDICAPPED STUDENTS.

The media specialist...

AGS____

19.1	assesses need for producing or adapting materials by determining availability of products through the school, outside resources or commercial sources.	0 1 2 3 4 5
19.2	provides production facilities, equipment and supplies for use by teachers, students and aides.	0 1 2 3 4 5
19.3	arranges for instruction to train teachers, students, and aides in basic production skills.	0 1 2 3 4 5
19.4	designs and produces instructional materials in consultation with special education and classroom teachers.	0 1 2 3 4 5

SERVICES - PUBLIC RELATIONS

20. THE MEDIA SPECIALIST PUBLICIZES THE MEDIA CENTER IN THE SCHOOL AND COMMUNITY TO FOSTER INTEREST, PARTICIPATION AND SUPPORT FOR MAINSTREAMING IN THE MEDIA CENTER.

AGS____

The media specialist...

20.1	sends announcements to teachers and posts notices about media center activities relating to mainstreaming.	0 1 2 3 4 5
20.2	disseminates news items, lists of new materials, announcements of upcoming event relevant to handicapped students through student newspapers and take-home flyers.	0 1 2 3 4 5
20.3	incorporates a sound mainstreaming philosophy in all media center displays and bulletin boards (e.g., a fair representation of disabled persons, and a variety of formats in response to specific needs).	0 1 2 3 4 5
20.4	publicizes through local news media special media center activities involving disabled students.	0 1 2 3 4 5
20.5	sponsors open-houses in the media center to highlight mainstreaming activities.	0 1 2 3 4 5
20.6	provides informational programs and forums on issues related to handicapped paersons.	0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

SERVICES - ORIENTATION

21. THE MEDIA SPECIALIST DESIGNS ORIENTATION ACTIVITIES TO INCLUDE HANDICAPPED STUDENTS.

AGS____

The media specialist...

21.1 incorporates varied formats and presentation methods into regular orientation for all students. 0 1 2 3 4 5

21.2 avoids orientation sessions designed only for certain students and/or labeled "special". 0 1 2 3 4 5

21.3 observes handicapped students and notes individual need for practice and repetition, providing assistance individually and informally as part of everyday service to users. 0 1 2 3 4 5

21.4 obtains input from classroom and special education teachers on adapting orientation methods to meet the needs of handicapped students. 0 1 2 3 4 5

21.5 organizes orientation information to make it available at all times for individual reference. 0 1 2 3 4 5

21.6 individualizes orientation activities and materials to accommodate needs of the handicapped student. 0 1 2 3 4 5

21.7 organizes orientation so that it is an ongoing systematic service rather than an annual event. 0 1 2 3 4 5

21.8 designs media center guides and handbooks in various formats. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

SERVICES - SPECIAL ACTIVITIES

22. THE MEDIA SPECIALIST DESIGNS SPECIAL MEDIA CENTER ACTIVITIES SO THAT ALL HAVE PHYSICAL ACCESS AND ARE INVITED AND ENCOURAGED TO PARTICIPATE. (e.g., media fairs, puppetry workshops, author talks, creative dramatics, etc.)

AGS____

The media specialist...

22.1 plans activities well in advance so that arrangements can be made to accommodate handicapped students. (e.g., physical access to buildings, rooms, transportation, seating, etc.) 0 1 2 3 4 5

22.2 assesses need for special materials, equipment, and supplies for handicapped students to participate in activities. 0 1 2 3 4 5

22.3 designs activities which stress cooperation rather than individual competition. 0 1 2 3 4 5

22.4 designs activities on special topics relating to handicaps (e.g., teaching sign language, demonstrations of specialized equipment, etc.) 0 1 2 3 4 5

22.5 invites guest speakers who are handicapped to present programs to all students about their area of expertise (e.g., photography, art) 0 1 2 3 4 5

INSTRUCTION

23. THE MEDIA SPECIALIST ACKNOWLEDGES THE INFLUENCE OF SPECIFIC HANDICAPPING CONDITIONS ON INDIVIDUAL ABILITY, RATE OF LEARNING, AND LEARNING STYLE.

AGS____

The media specialist...

23.1 consults with special education teachers as to the degree of impairment for individual student and affect of impairment on learning. 0 1 2 3 4 5

23.2 identifies common instructional needs of handicapped and nonhandicapped students. 0 1 2 3 4 5

23.3 modifies environmental, social and physical conditions to enhance learning situations for handicapped students. 0 1 2 3 4 5

23.4 designs instructional programs for individual handicapped student's specific learning problems based on known learning principles and theories. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

24. THE MEDIA SPECIALIST COOPERATIVELY DESIGNS AND ASSISTS IN THE IMPLEMENTATION OF CLASSROOM INSTRUCTION FOR HANDICAPPED STUDENTS.

The media specialist...

AGS____

24.1 becomes familiar with school and district curriculum programs under which handicapped students are included. 0 1 2 3 4 5

24.2 keeps abreast of classroom instructional programs for handicapped and nonhandicappped students. 0 1 2 3 4 5

24.3 works with teachers and other team members on instructional design for the classroom to accommodate the needs of handicapped students. 0 1 2 3 4 5

24.4 mediates classroom instruction through identifying and selecting appropriate media and equipment and helping to produce special instructional materials. 0 1 2 3 4 5

24.5 contributes to the design, development and implementation of IEP's (Individualized Educational Programs). 0 1 2 3 4 5

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25. THE MEDIA SPECIALIST DEVELOPS A PROGRAM OF MEDIA SKILLS INSTRUCTION TO ACCOMMODATE THE NEEDS OF HANDICAPPED STUDENTS, IN COOPERATION WITH CLASSROOM AND SPECIAL EDUCATION TEACHERS.

AGS____

The media specialist...

25.1 identifies, adapts or designs formal and informal assessment tools/methods to determine handicapped student's strengths and weaknesses in all media skills areas. 0 1 2 3 4 5

25.2 uses assessment methods with groups and/or individual handicapped students to determine media skills instructional needs. 0 1 2 3 4 5

25.3 designs media skills instruction based on the assessed needs of handicapped students to determine specific teaching techniques, equipment and materials. 0 1 2 3 4 5

25.4 integrates the media skills instruction with relevant curriculum content being taught to handicapped students in the classroom. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

26. THE MEDIA SPECIALIST USES INSTRUCTIONAL TECHNIQUES WHICH ENHANCE LEARNING FOR HANDICAPPED AND NONHANDICAPPED STUDENTS ALIKE.

AGS____

The media specialist...

26.1 arranges seating and setting for instructional activities which will enhance learning and minimize distractions and limitations caused by disabilities. 0 1 2 3 4 5

26.2 uses a variety of instructional formats and and materials. 0 1 2 3 4 5

26.3 presents information in a logical sequence. 0 1 2 3 4 5

26.4 demonstrates whenever possible, allowing students to assist in demonstrations and provides "hands-on" opportunities before and after demonstrations. 0 1 2 3 4 5

26.5 encourages appropriate participation (asking questions, offering assistance in demonstrations, etc.) 0 1 2 3 4 5

26.6 individualizes activities and the amount of time allowed to complete projects. 0 1 2 3 4 5

26.7 maintains a balance of group and individual work, minimizing competition and maximizing cooperation. 0 1 2 3 4 5

26.8 finds ways to take advantage of students' strengths and to enhance learning through structures such as pairing, small cooperative groups, tutoring, etc. 0 1 2 3 4 5

26.9 allows students to direct pace of instructional activities and practice. 0 1 2 3 4 5

26.10 knows a variety of ways to use standard equipment and materials to meet specific needs of handicapped students. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

27. THE MEDIA SPECIALIST DEVELOPS A PERSONAL TEACHING STYLE THAT ENHANCES LEARNING FOR HANDICAPPED AND NONHANDICAPPED STUDENTS ALIKE.

AGS____

The media specialist...

27.1 seeks ways to analyze personal teaching style and make improvements as necessary. (e.g., have self video taped to assess communication effectiveness) 0 1 2 3 4 5

27.2 makes a conscious effort to improve voice quality, projection, vocabulary, etc. as necessary. 0 1 2 3 4 5

27.3 recognizes that body language is a means of communication, and works on controlling gestures, expressions, etc. that convey negative feelings. 0 1 2 3 4 5

27.4 gives directions which are concise, precise but comprehensive; use a variety of formats. 0 1 2 3 4 5

27.5 weighs the advantages of using specific teaching techniques against the disadvantages. (e.g., the advantages of using equipment against the need for personal contact and reinforcement, using tutors vs. teacher contact, small group vs. one-to-one activities). 0 1 2 3 4 5

COLLECTION - INVENTORY

28. THE MEDIA SPECIALIST KNOWS WHAT MATERIALS (PRINT AND NONPRINT) ARE AVAILABLE IN THE MEDIA CENTER, THE SCHOOL AND DISTRICT SUPPORT SYSTEMS, WHICH CAN BE USED BY AND FOR HANDICAPPED STUDENTS.

The media specialist... AGS____

28.1 coordinates the inventory and cataloging of school holdings. 0 1 2 3 4 5

28.2 consults with special education teachers to assess the media needs of handicapped students in relation to the collection. 0 1 2 3 4 5

28.3 evaluates the collection in terms of quality and usability by handicapped students who use media center. 0 1 2 3 4 5

28.4 knows potential of present collection in terms of diversified usage. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

COLLECTION - SELECTION

29. THE MEDIA SPECIALIST INVOLVES HANDICAPPED STUDENTS AND THOSE WHO WORK WITH THEM IN THE EVALUATION AND SELECTION OF MATERIALS AND EQUIPMENT.

AGS____

The media specialist...

29.1 expresses to staff and students the value of their input in evaluation and selection. 0 1 2 3 4 5

29.2 sets up a system for regular preview and assessment of materials and equipment involving students, teachers, and staff, to insure that handicapped students' needs are being met. 0 1 2 3 4 5

29.3 develops a selection policy which reflects the needs of handicapped students as to format, quality, content and quanity, as well as a concern for fair representation in the materials of handicapped persons. 0 1 2 3 4 5

COLLECTION - IEP DEVELOPMENT

30. THE MEDIA SPECIALIST WORKS WITH SPECIAL EDUCATORS AND OTHER SCHOOL STAFF ON THE IDENTIFICATION AND SELECTION OF SPECIFIC MATERIALS AND EQUIPMENT IN DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS (IEP's).

AGS____

The media specialist...

30.1 relates to IEP team what materials and equipment are available in school related to specific needs. 0 1 2 3 4 5

30.2 conveys and/or gives instruction regarding diversified usage of standard materials and equipment. 0 1 2 3 4 5

30.3 informs team about availability of (new) materials and equipment for use with handicapped students. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

COLLECTION - AVAILABILITY

31. THE MEDIA SPECIALIST IS FAMILIAR WITH SOURCES FOR BORROWING AND FUNDING SPECIAL MATERIALS AND EQUIPMENT NEEDS.

AGS____

The media specialist...

31.1 is familiar with local sources for borrowing materials and equipment. 0 1 2 3 4 5

31.2 consults with special education and classroom teachers regarding additional sources on a regional and national level. 0 1 2 3 4 5

31.3 keeps files of sources for specific materials and equipment needs. (includes addresses, specifications, qualifications for usage, restrictions, etc.) 0 1 2 3 4 5

31.4 sets up cooperative agreements with other media centers and organizations for borrowing and/or sharing materials and equipment. 0 1 2 3 4 5

31.5 becomes familiar with organizations which will fund special needs (service clubs, government programs, churches, etc.) 0 1 2 3 4 5

COLLECTION - ADAPTING

32. THE MEDIA SPECIALIST HELPS ADAPT MATERIALS TO MEET INDIVIDUALIZED NEEDS OF HANDICAPPED STUDENTS.

AGS____

The media specialist...

32.1 is familiar with the variety of learning styles represented in the handicapped population of the school. 0 1 2 3 4 5

32.2 is able to demonstrate the potential of all materials in the media center. 0 1 2 3 4 5

32.3 researches ways of adapting materials for special needs. 0 1 2 3 4 5

32.4 takes workshops, courses and initiates in-services for the purposes of adapting materials for special needs. 0 1 2 3 4 5

32.5 sets up programs of production to help students and staff adapt materials. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

EQUIPMENT

33. THE MEDIA SPECIALIST PROVIDES A VARIETY OF EQUIPMENT FOR USE BY HANDICAPPED STUDENTS AND STAFF WHO WORK WITH THEM.

AGS____

The media specialist...

33.1 knows a variety of ways to use standard equipment to meet specific instructional needs of handicapped students. 0 1 2 3 4 5

33.2 tests equipment to assess specific difficulties and limitations in operation. 0 1 2 3 4 5

33.3 consults with special education and other resource people to develop innovative ways to use and adapt equipment. 0 1 2 3 4 5

33.4 weighs the advantages of using equipment against the need for personal contact and reinforcement and decides when one approach is more appropriate than another. 0 1 2 3 4 5

33.5 designs instruction and activities based on creative use of equipment. 0 1 2 3 4 5

33.6 acquires new equipment through borrowing or purchasing to meet the needs of handicapped students when existing equipment cannot be adapted. 0 1 2 3 4 5

---

34. THE MEDIA SPECIALIST WORKS WITH SPECIAL EDUCATION TEACHERS TO DETERMINE SPECIALIZED EQUIPMENT NEEDS FOR INDIVIDUAL HANDICAPPED STUDENTS.

AGS____

The media specialist...

34.1 provides storage and easy access for specialized equipment needed in the media center by particular students. 0 1 2 3 4 5

34.2 consults with special education teachers concerning usage limitations of specialized equipment and why particular student needs specific equipment. 0 1 2 3 4 5

34.3 knows how to use and operate specialized equipment. 0 1 2 3 4 5

34.4 designs instructional activities in cooperation with special educator based on the creative use of such equipment. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

FACILITIES AND ENVIRONMENT

35. THE MEDIA SPECIALIST WORKS WITH THE BUILDING PRINCIPAL AND OTHER APPROPRIATE PERSONNEL TO ASSURE THAT THE MEDIA CENTER AND ITS PROGRAMS ARE FULLY ACCESSIBLE AND MEET THE STANDARDS OF SECTION 504 OF P.L. 93-112 (REHABILITATION ACT).

AGS____

The media specialist...

35.1 assesses the media center in terms of it physical accessibility to all students in accordance with the mandates of section 504 of P.L. 93-112. 0 1 2 3 4 5

35.2 asks handicapped students to help analyze what physical barriers exist for them in the media center. 0 1 2 3 4 5

35.3 consults publications about barrier-free access to and within buildings. 0 1 2 3 4 5

35.4 initiates actions to bring about compliance with the law in order to accommodate handicapped students in the media center and its programs. 0 1 2 3 4 5

---

36. THE MEDIA SPECIALIST DEVELOPS A MEDIA CENTER ENVIRONMENT WHICH MEETS HANDICAPPED STUDENTS' DIVERSE NEEDS FOR PERSONAL COMFORT, SECURITY, AND LEARNING ENHANCEMENT.

AGS____

The media specialist...

36.1 designs a variety of spaces to accommodate the wide range of learning activities of handicapped and nonhandicapped students in the media center. (e.g., areas for quiet individual study, group work, equipment usage, leisure activities, production) 0 1 2 3 4 5

36.2 enhances the media center environment through creative use of color, design, lighting, sound, etc., which make handicapped students feel welcome. 0 1 2 3 4 5

36.3 consults with special education teachers to determine special lighting, sound and other environmental needs of individual handicapped students. 0 1 2 3 4 5

36.4 provides furniture which is comfortable as well as functional and accessible for handicapped students. 0 1 2 3 4 5

36.5 provides technical furnishings (e.g., circulation desk, card catalog, shelving, etc.) which are accessible and usable by handicapped students. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

SPECIFIC LEARNING DISABILITIES

37. THE MEDIA SPECIALIST DEVELOPS MEDIA CENTER PROGRAMS RESPONSIVE TO THE SPECIAL NEEDS OF LEARNING DISABLED STUDENTS.

AGS____

The media specialist...

37.1 consults with special education and classroom teachers, parents, student, etc. concerning: 0 1 2 3 4 5
- individual learning styles
- strengths/weaknesses
- habits/interests
- special equipment/materials needs
- social behavior patterns
- degree of impairment/limitations
- problems with socialization

37.2 reads and studies information about learning disabilities. 0 1 2 3 4 5

37.3 designs instructional activities which accommodate the individual student's specific learning disabilities. 0 1 2 3 4 5

37.4 provides opportunities for students to make choices of activities, and ways of responding. 0 1 2 3 4 5

37.5 uses a variety of formats to instruct, practice, review and test. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

SPEECH IMPAIRED

38. THE MEDIA SPECIALIST DEVELOPS MEDIA CENTER PROGRAMS RESPONSIVE TO THE SPECIAL NEEDS OF SPEECH IMPAIRED STUDENTS.

AGS____

The media specialist...

38.1 consults with special education and classroom teachers, speech therapist, parents, students, etc., concerning: 0 1 2 3 4 5
  - individual learning styles
  - strengths/weaknesses
  - habits/interests
  - special equipment/materials needs
  - social behavior patterns
  - degree of impairment/limitations
  - problems with socialization

38.2 reads and studies information about speech impairments and their affects on learning. 0 1 2 3 4 5

38.3 uses spoken language in all activities. 0 1 2 3 4 5

38.4 encourages students to speak when situation will not cause embarassment to student. 0 1 2 3 4 5

38.5 listens attentively and patiently to students with speech and language impairments, letting them finish their own sentences. 0 1 2 3 4 5

38.6 designs some activities where success is not dependent on speech functioning. 0 1 2 3 4 5

38.7 provides activities where the student can experience success in learning to use spoken language. 0 1 2 3 4 5

38.8 designs instructional activities which accommodate the individual student's specific language problem. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

ORTHOPEDICALLY IMPAIRED AND OTHER HEALTH IMPAIRED

39. THE MEDIA SPECIALIST DEVELOPS MEDIA CENTER PROGRAMS RESPONSIVE TO THE SPECIAL NEEDS OF ORTHOPEDICALLY AND OTHER HEALTH IMPAIRED STUDENTS.

AGS____

The media specialist...

39.1 consults with special education and classroom teachers, parents, students, etc. concerning: 0 1 2 3 4 5
- individual learning styles
- strengths/weaknesses
- habits/interests
- special equipment/materials needs
- social behavior patterns
- degree of impairment/limitations
- problems with socialization

39.2 reads and studies information about orthopedical impairments and other health impairments. 0 1 2 3 4 5

39.3 assesses the media center to determine if it is in compliance with federal regulations for accessibility. 0 1 2 3 4 5

39.4 designs instructional activities with accommodate the individual student's specific orthopedic or health impairment. 0 1 2 3 4 5

39.5 designs some activities where success does not depend on the function in which the student is disabled. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

MENTALLY RETARDED

40. THE MEDIA SPECIALIST DEVELOPS MEDIA CENTER PROGRAMS RESPONSIVE TO THE SPECIAL NEEDS OF MENTALLY RETARDED STUDENTS.

AGS____

The media specialist...

40.1 consults with special education and classroom teachers, parents, students, etc. concerning: 0 1 2 3 4 5
  - individual learning styles
  - strengths/weaknesses
  - habits/interests
  - special equipment/materials needs
  - social behavior patterns
  - degree of impairment/limitations
  - problems with socialization

40.2 reads and studies information about mental retardation. 0 1 2 3 4 5

40.3 designs instructional activities which accommodate the individual retarded student's specific learning needs. 0 1 2 3 4 5

40.4 allows adequate time for students having a slower rate of learning to complete tasks. 0 1 2 3 4 5

40.5 makes provisions so that responses can take on a variety of forms according to individual skills (e.g., point, verbally identify, read). 0 1 2 3 4 5

40.6 times activities according to interest. 0 1 2 3 4 5

40.7 reinforces students for appropriate participation in activities and appropriate social behavior based on individual. 0 1 2 3 4 5

40.8 provides a variety of materials and activities geared at self-care, self-protection, social adjustment, workskill development. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

VISUALLY HANDICAPPED

41. THE MEDIA SPECIALIST DEVELOPS MEDIA CENTER PROGRAMS RESPONSIVE TO THE SPECIAL NEEDS OF VISUALLY HANDICAPPED STUDENTS.

AGS____

The media specialist...

41.1 consults with special education and classroom teachers, parents, students, etc. concerning: 0 1 2 3 4 5
  - individual learning styles
  - strengths/weaknesses
  - habits/interests
  - special equipment/material needs
  - social behavior patterns
  - degree of impairment/limitations
  - problems with socialization

41.2 reads and studies information about visual handicaps and their affects on learning. 0 1 2 3 4 5

41.3 evaluates the size and quality of visuals being used (e.g., print, pictures, film) and whether information is conveyed by visual alone. 0 1 2 3 4 5

41.4 designs some activities where success is not dependent on visual ability. 0 1 2 3 4 5

41.5 designs instructional activities which accommodate the individual student's specific visual problem. 0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

DEAF AND HARD OF HEARING

42. THE MEDIA SPECIALIST DEVELOPS MEDIA CENTER PROGRAMS RESPONSIVE TO THE SPECIAL NEEDS OF DEAF AND HARD OF HEARING STUDENTS.

AGS____

The media specialist...

42.1	consults with special education and classroom teachers, parents, students, etc., concerning: - individual learning styles - strengths/weaknesses - habits/interests - special equipment/material needs - social behavior patterns - degree of impairment/limitations - problems with socialization - preferred mode of communication (oral, signing, total communication)	0 1 2 3 4 5
42.2	reads and studies information about deaf and hard of hearing people.	0 1 2 3 4 5
42.3	designs instructional activities which accommodate the individual student's hearing impairment.	0 1 2 3 4 5
42.4	designs some activities where success is not dependent on hearing acuity.	0 1 2 3 4 5

Scale: 0 - not yet attempted
1 - beginning planning
2 - advanced planning
3 - beginning implementation
4 - advanced implementation
5 - full implementation

SERIOUSLY EMOTIONALLY DISTURBED

43. THE MEDIA SPECIALIST DEVELOPS MEDIA CENTER PROGRAMS RESPONSIVE TO THE SPECIAL NEEDS OF SERIOUSLY EMOTIONALLY DISTURBED STUDENTS.

The media specialist... AGS____

43.1 consults with special education and classroom teacher, parents, students, etc. concerning: 0 1 2 3 4 5
  - individual learning styles
  - strengths/weaknesses
  - habits/interests
  - special equipment/material needs
  - social behavior patterns
  - degree of impairment/limitations
  - problems with socialization

43.2 reads and studies information about emotionally disturbed students and affect of disability on learning. 0 1 2 3 4 5

43.3 uses a consistent approach in relating to individual student. 0 1 2 3 4 5

43.4 designs instructional activities which accommodate the individual student's specific emotional problem. 0 1 2 3 4 5

43.5 uses a variety of formats to instruct, practice, review and test. 0 1 2 3 4 5

43.6 provides space that is free of distractions and disturbances for concentrated study and activities. 0 1 2 3 4 5

ASSESSMENT GUIDE EVALUATION FORM

1. Does the Assessment Guide accurately and adequately reflect the guidelines presented in the manual, Mainstreaming in the Media Center: A Manual for Media Specialists?

2. Are the Indicators measurable and objective as criteria for evaluation?

3. Is the terminology reflective of the purpose of the Assessment Guide? "Goal Statement", "Indicators", etc.

4. Comment on the numerical rating scale being used. Does it adequately measure performance?

5. Are instructions for rating clear?

6. Comment on format: type style, upper and lower case letters, layout, numbering...

7. Respond to specific wording of the goal statements. Should some be deleted? wording changed? others included?

Name

School/School District

State

INSTRUCTIONS FOR FILLING OUT SCORE SHEETS

Ⓐ On the SCORE SHEET record your rating for each item.

Ⓑ Multiply the rating by the weight factor as shown.

Ⓒ This will determine your item score.

Ⓓ Add all the item scores to find the Total

Ⓔ Divide the total item scores by the number indicated to find the Average Goal Score (AGS). Round off to the nearest 10th.

EXAMPLE:

AGS 1

9.1 provides...... 0 1 2 3 [✓ 4] 5

9.2 makes......... 0 1 [✓ 2] 3 4 5

9.3 addresses..... [✓ 0] 1 2 3 4 5

9.4 utilizes...... 0 1 2 [✓ 3] 4 5

9.5 provides...... [✓ 0] 1 2 3 4 5

9.6 provides...... [✓ 0] 1 2 3 4 5

SCORE SHEET

9.	Ⓐ Rating		Ⓑ Weight Factor*		Ⓒ Item Score
9.1)	4	x	1	=	4
9.2)	2	x	1	=	2
9.3)	0	x	2	=	0
9.4)	3	x	2	=	6
9.5)	0	x	3	=	0
9.6)	0	x	3	=	0
				Ⓓ Total 12)	12

Ⓔ AVERAGE GOAL SCORE: 1

* The Weight Factor is a determination of the amount of effort it takes to fully implement item. Effort entails such factors as: time, money, staff, staff coordination, convenience, etc.

1 - minimal

2 - average

3 - extensive

After you have calculated all your Average Goal Scores, record them in the Assessment Guide (See example above)

SCORE SHEET

1.	Rating		Weight Factor		Item Score
1.1)		X	1	=	
1.2)		X	2	=	
1.3)		X	3	=	

Total 6)____

AVERAGE GOAL SCORE ____

2.	Rating		Weight Factor		Item Score
2.1)		X	2	=	
2.2)		X	3	=	

Total 5)____

AVERAGE GOAL SCORE ____

3.	Rating		Weight Factor		Item Score
3.1)		X	1	=	
3.2)		X	1	=	
3.3)		X	1	=	
3.4)		X	1	=	
3.5)		X	2	=	
3.6)		X	2	=	
3.7)		X	2	=	
3.8)		X	3	=	

Total 13)____

AVERAGE GOAL SCORE ____

4.	Rating		Weight Factor		Item Score
4.1)		X	1	=	
4.2)		X	1	=	
4.3)		X	1	=	
4.4)		X	2	=	
4.5)		X	2	=	
4.6)		X	2	=	
4.7)		X	3	=	
4.8)		X	3	=	

Total 15)____

AVERAGE GOAL SCORE ____

5.	Rating		Weight Factor		Item Score
5.1)		X	1	=	
5.2)		X	1	=	
5.3)		X	1	=	
5.4)		X	2	=	
5.5)		X	2	=	
5.6)		X	3	=	

Total 10)____

AVERAGE GOAL SCORE ____

____
Name

____
School/School District

____
State

6.

	Rating		Weight Factor		Item Score
6.1)		X	1	=	
6.2)		X	1	=	
6.3)		X	2	=	
6.4)		X	2	=	
6.5)		X	3	=	
6.6)		X	3	=	
6.7)		X	3	=	
6.8)		X	3	=	
			Total	18)	

AVERAGE GOAL SCORE ______

7.

	Rating		Weight Factor		Item Score
7.1)		X	1	=	
7.2)		X	1	=	
7.3)		X	2	=	
7.4)		X	2	=	
7.5)		X	3	=	
7.6)		X	3	=	
7.7)		X	3	=	
			Total	15)	

AVERAGE GOAL SCORE ______

8.

	Rating		Weight Factor		Item Score
8.1)		X	1	=	
8.2)		X	1	=	
8.3)		X	2	=	
8.4)		X	2	=	
			Total	6)	

AVERAGE GOAL SCORE ______

9.

	Rating		Weight Factor		Item Score
9.1)		X	1	=	
9.2)		X	1	=	
9.3)		X	2	=	
9.4)		X	2	=	
9.5)		X	3	=	
9.6)		X	3	=	
			Total	12)	

AVERAGE GOAL SCORE ______

10.

	Rating		Weight Factor		Item Score
10.1)		X	1	=	
10.2)		X	1	=	
10.3)		X	1	=	
10.4)		X	2	=	
10.5)		X	2	=	
10.6)		X	2	=	
10.7)		X	3	=	
			Total	12)	

AVERAGE GOAL SCORE ______

11.

	Rating		Weight Factor		Item Score
11.1)		X	1	=	
11.2)		X	1	=	
11.3)		X	2	=	
11.4)		X	2	=	
11.5)		X	3	=	
11.6)		X	3	=	
11.7)		X	3	=	
			Total	15)	

AVERAGE GOAL SCORE ______

12.	Rating		Weight Factor		Item Score
12.1)		X	1	=	
12.2)		X	1	=	
12.3)		X	1	=	
12.4)		X	2	=	
12.5)		X	2	=	
12.6)		X	3	=	
			Total		10)

AVERAGE GOAL SCORE ______

13.	Rating		Weight Factor		Item Score
13.1)		X	1	=	
13.2)		X	1	=	
13.3)		X	1	=	
13.4)		X	3	=	
			Total		6)

AVERAGE GOAL SCORE ______

14.	Rating		Weight Factor		Item Score
14.1)		X	1	=	
14.2)		X	2	=	
14.3)		X	2	=	
14.4)		X	2	=	
14.5)		X	3	=	
			Total		10)

AVERAGE GOAL SCORE ______

15.	Rating		Weight Factor		Item Score
15.1)		X	2	=	
15.2)		X	2	=	
15.3)		X	2	=	
15.4)		X	2	=	
15.5)		X	2	=	
15.6)		X	3	=	
15.7)		X	1	=	
			Total		14)

AVERAGE GOAL SCORE ______

16.	Rating		Weight Factor		Item Score
16.1)		X	1	=	
16.2)		X	2	=	
16.3)		X	2	=	
16.4)		X	3	=	
			Total		8)

AVERAGE GOAL SCORE ______

17.	Rating		Weight Factor		Item Score
17.1)		X	1	=	
17.2)		X	1	=	
17.3)		X	2	=	
17.4)		X	2	=	
			Total		6)

AVERAGE GOAL SCORE ______

18.	Rating		Weight Factor		Item Score
18.1)		X	1	=	
18.2)		X	2	=	
18.3)		X	1	=	
18.4)		X	3	=	
18.5)		X	3	=	

Total 10) ______

AVERAGE GOAL SCORE ______

19.	Rating		Weight Factor		Item Score
19.1)		X	2	=	
19.2)		X	2	=	
19.3)		X	3	=	
19.4)		X	3	=	

Total 10) ______

AVERAGE GOAL SCORE ______

20.	Rating		Weight Factor		Item Score
20.1)		X	1	=	
20.2)		X	1	=	
20.3)		X	2	=	
20.4)		X	3	=	
20.5)		X	3	=	
20.6)		X	3	=	

Total 13) ______

AVERAGE GOAL SCORE ______

21.	Rating		Weight Factor		Item Score
21.1)		X	2	=	
21.2)		X	1	=	
21.3)		X	2	=	
21.4)		X	2	=	
21.5)		X	3	=	
21.6)		X	3	=	
21.7)		X	2	=	
21.8)		X	3	=	

Total 18) ______

AVERAGE GOAL SCORE ______

22.	Rating		Weight Factor		Item Score
22.1)		X	1	=	
22.2)		X	2	=	
22.3)		X	3	=	
22.4)		X	3	=	
22.5)		X	3	=	

Total 12) ______

AVERAGE GOAL SCORE ______

23.	Rating		Weight Factor		Item Score
23.1)		X	2	=	
23.2)		X	2	=	
23.3)		X	3	=	
23.4)		X	3	=	

Total 10) ______

AVERAGE GOAL SCORE ______

24.

	Rating		Weight Factor		Item Score
24.1)	______	X	1	=	______
24.2)	______	X	1	=	______
24.3)	______	X	3	=	______
24.4)	______	X	3	=	______
24.5)	______	X	3	=	______

Total 11) ______

AVERAGE GOAL SCORE ______

25.

	Rating		Weight Factor		Item Score
25.1)	______	X	2	=	______
25.2)	______	X	2	=	______
25.3)	______	X	3	=	______
25.4)	______	X	3	=	______

Total 10) ______

AVERAGE GOAL SCORE ______

26.

	Rating		Weight Factor		Item Score
26.1)	______	X	1	=	______
26.2)	______	X	1	=	______
26.3)	______	X	1	=	______
26.4)	______	X	1	=	______
26.5)	______	X	1	=	______
26.6)	______	X	2	=	______
26.7)	______	X	2	=	______
26.8)	______	X	3	=	______
26.9)	______	X	3	=	______
26.10)	______	X	2	=	______

Total 17) ______

AVERAGE GOAL SCORE ______

27.

	Rating		Weight Factor		Item Score
27.1)	______	X	2	=	______
27.2)	______	X	2	=	______
27.3)	______	X	2	=	______
27.4)	______	X	2	=	______
27.5)	______	X	2	=	______

Total 10) ______

AVERAGE GOAL SCORE ______

28.

	Rating		Weight Factor		Item Score
28.1)	______	X	2	=	______
28.2)	______	X	3	=	______
28.3)	______	X	3	=	______
28.4)	______	X	2	=	______

Total 10) ______

AVERAGE GOAL SCORE ______

29.

	Rating		Weight Factor		Item Score
29.1)	______	X	1	=	______
29.2)	______	X	3	=	______
29.3)	______	X	3	=	______

Total 7) ______

AVERAGE GOAL SCORE ______

30.

	Rating		Weight Factor		Item Score
30.1)	______	X	2	=	______
30.2)	______	X	3	=	______
30.3)	______	X	3	=	______

Total 8) ______

AVERAGE GOAL SCORE ______

31.	Rating		Weight Factor		Item Score
31.1)	______	X	2	=	______
31.2)	______	X	2	=	______
31.3)	______	X	2	=	______
31.4)	______	X	3	=	______
31.5)	______	X	3	=	______
			Total	12)	______

AVERAGE GOAL SCORE ______

32.	Rating		Weight Factor		Item Score
32.1)	______	X	3	=	______
32.2)	______	X	2	=	______
32.3)	______	X	3	=	______
32.4)	______	X	3	=	______
32.5)	______	X	3	=	______
			Total	14)	______

AVERAGE GOAL SCORE ______

33.	Rating		Weight Factor		Item Score
33.1)	______	X	2	=	______
33.2)	______	X	2	=	______
33.3)	______	X	3	=	______
33.4)	______	X	3	=	______
33.5)	______	X	3	=	______
33.6)	______	X	3	=	______
			Total	16)	______

AVERAGE GOAL SCORE ______

34.	Rating		Weight Factor		Item Score
34.1)	______	X	1	=	______
34.2)	______	X	2	=	______
34.3)	______	X	2	=	______
34.4)	______	X	3	=	______
			Total	8)	______

AVERAGE GOAL SCORE ______

35.	Rating		Weight Factor		Item Score
35.1)	______	X	1	=	______
35.2)	______	X	2	=	______
35.3)	______	X	2	=	______
35.4)	______	X	3	=	______
			Total	8)	______

AVERAGE GOAL SCORE ______

36.	Rating		Weight Factor		Item Score
36.1)	______	X	1	=	______
36.2)	______	X	2	=	______
36.3)	______	X	3	=	______
36.4)	______	X	2	=	______
36.5)	______	X	3	=	______
			Total	11)	______

AVERAGE GOAL SCORE ______

37.	Rating		Weight Factor		Item Score
37.1)		X	3	=	
37.2)		X	2	=	
37.3)		X	3	=	
37.4)		X	2	=	
37.5)		X	2	=	

Total 12)______

AVERAGE GOAL SCORE ______

38.	Rating		Weight Factor		Item Score
38.1)		X	3	=	
38.2)		X	2	=	
38.3)		X	1	=	
38.4)		X	1	=	
38.5)		X	1	=	
38.6)		X	2	=	
38.7)		X	2	=	
38.8)		X	3	=	

Total 15)______

AVERAGE GOAL SCORE ______

39.	Rating		Weight Factor		Item Score
39.1)		X	3	=	
39.2)		X	2	=	
39.3)		X	2	=	
39.4)		X	3	=	
39.5)		X	2	=	

Total 12)______

AVERAGE GOAL SCORE ______

40.	Rating		Weight Factor		Item Score
40.1)		X	3	=	
40.2)		X	2	=	
40.3)		X	3	=	
40.4)		X	1	=	
40.5)		X	2	=	
40.6)		X	1	=	
40.7)		X	1	=	
40.8)		X	3	=	

Total 16)______

AVERAGE GOAL SCORE ______

41.	Rating		Weight Factor		Item Score
41.1)		X	3	=	
41.2)		X	2	=	
41.3)		X	2	=	
41.4)		X	2	=	
41.5)		X	3	=	

Total 12)______

AVERAGE GOAL SCORE ______

42.	Rating		Weight Factor		Item Score
42.1)		X	3	=	
42.2)		X	2	=	
42.3)		X	3	=	
42.4)		X	2	=	

Total 10)______

AVERAGE GOAL SCORE ______

43.	Rating		Weight Factor		Item Score
43.1)	______	X	3	=	______
43.2)	______	X	2	=	______
43.3)	______	X	1	=	______
43.4)	______	X	3	=	______
43.5)	______	X	2	=	______
43.6)	______	X	2	=	______
			Total	13)	______
	AVERAGE GOAL SCORE				______

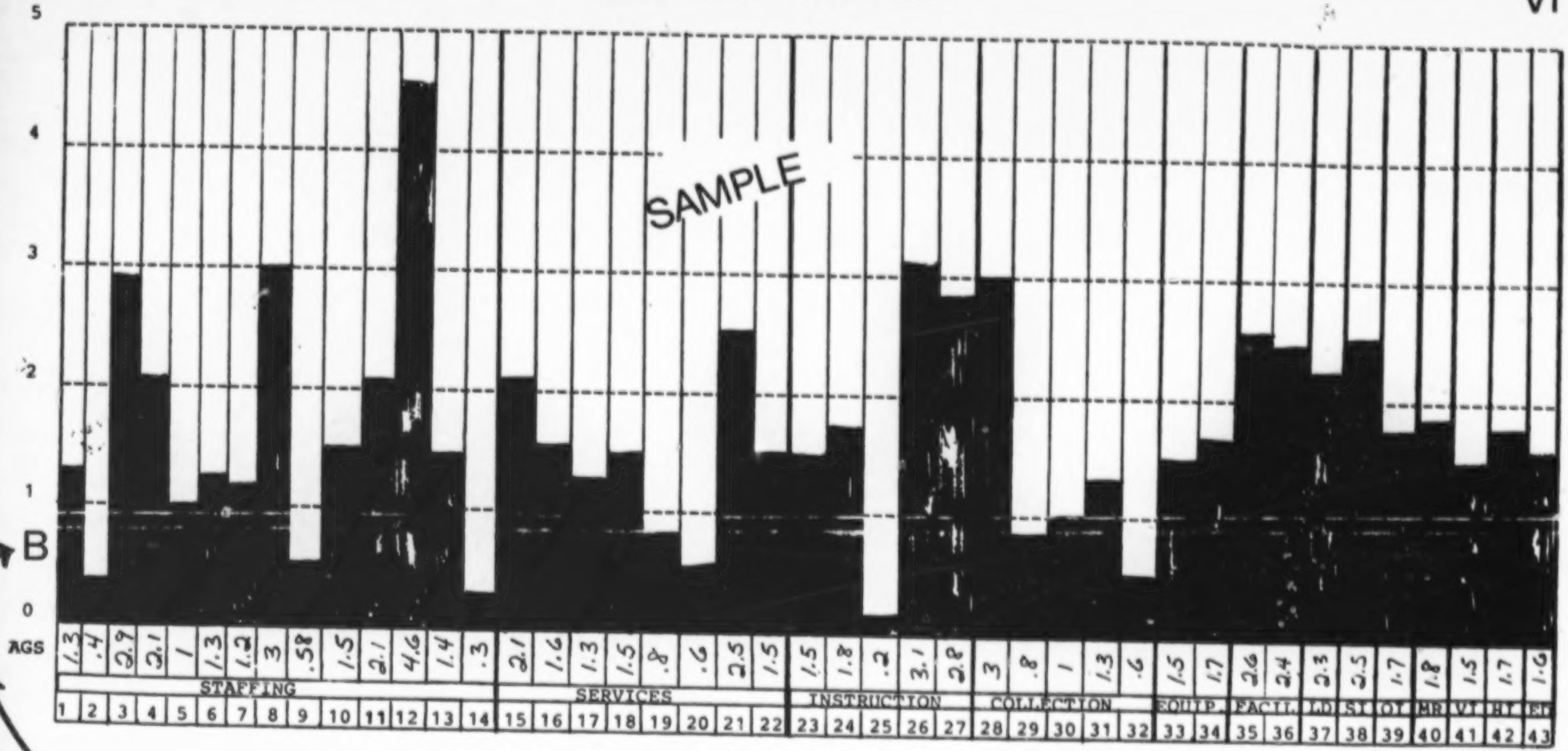
After completing this score sheet, record the Average Goal Score (AGS) for each item by each goal statement in the Assessment Guide.

Also record the AGSs on the Graph Profile Sheet and graph those scores.

GRAPH PROFILE - ASSESSMENT GUIDE

MEDIA & MAINSTREAMING PROJECT

VI



A. record AGS (AVERAGE GOAL SCORE)

B. graph Score

C. fill out

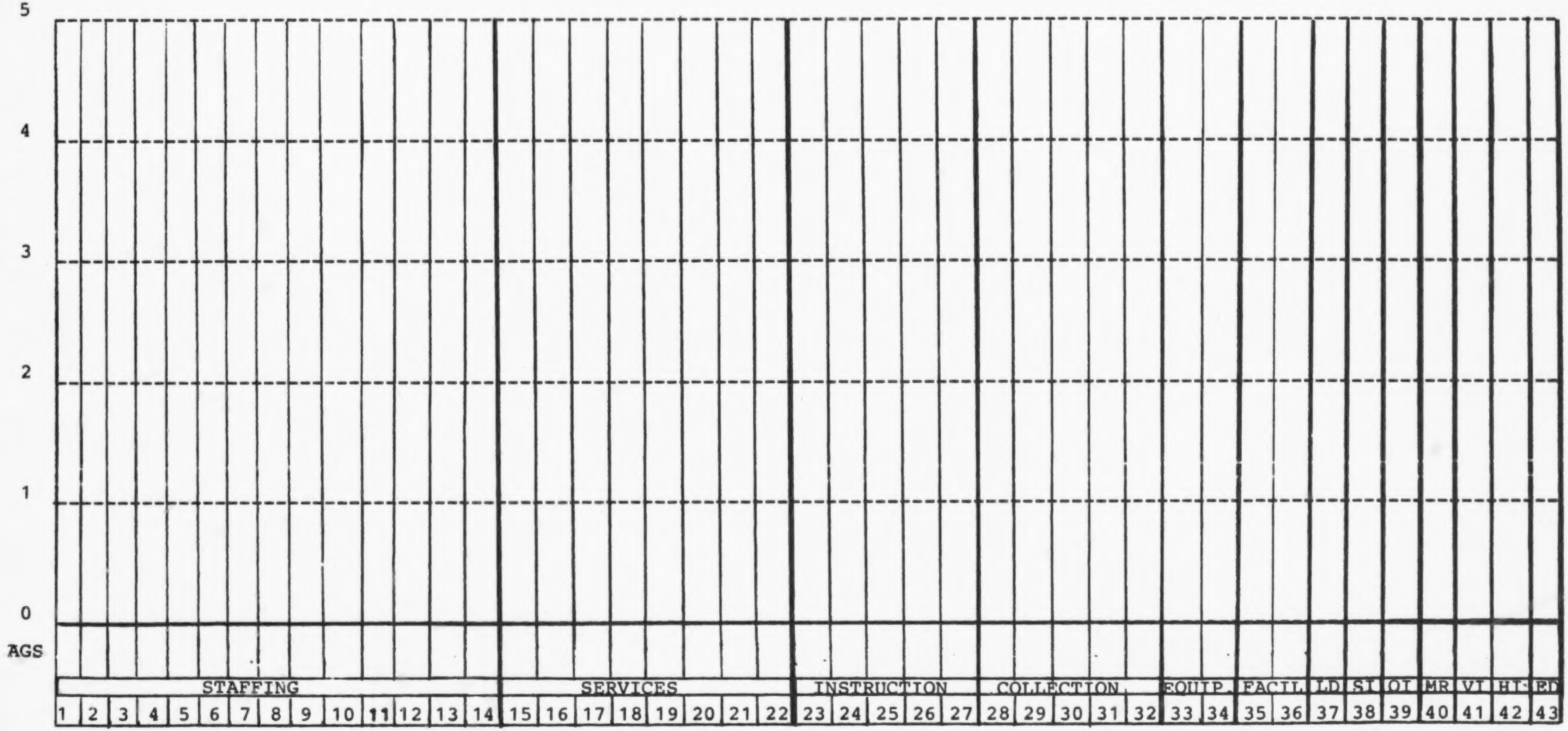
D. Send copy to project office

Name Mary Jones Date 2/25/81

School/District Washington High / Oak S.D.

GRAPH PROFILE - ASSESSMENT GUIDE

MEDIA & MAINSTREAMING PROJECT



ITEM #

Name ______________________________ Date _______

School/District ______________________

(Please return a copy of completed profile to the Project Office)

PROGRAM AREA:
A. Staffing

SCHOOL Washington High
ADDRESS 703 Oak Street
Central City, Or. 97001

MEDIA SPECIALIST Mary Jones
GRADE LEVELS 9-12

DATE 1/30/80

SAMPLE

B. GOAL STATEMENT:	C. current level of implementation	D. projected level of implementation	E. OBJECTIVES: (INDICATORS)	F. ACTIVITIES:	G. TIME-LINE start	complete
The media specialist builds and maintains a professional library collection for teachers and staff which includes materials related to mainstreaming.	not yet attempted	beginning implementation	—places name on mailing lists of various organizations serving the handicapped	— orders copy of Directory of National Information Sources. . . (p. 164 of manual)	5/80	by 9/80
				— reviews Directory and selects 10 organizations which offer pertinent and free information on the handicapped.	9/7-9	9/10
				— sends cards to 10 organizations to be placed on mailing list.	9/10	9/12
			—requests suggestions from teachers etc. for ideas for collection.	— prepares questionnaire asking for ideas for professional collection	9/15	9/16 (make copies)
				— distributes at faculty meeting	9/18	—
				— collects questionnaires and reviews requests.	9/22	9/24
			— Circulates to teachers items of interest on the handicapped.	— Designs and orders routing stamp for mainstreaming materials	9/29	10/6
				— uses stamp when reviewing mail each day.	10/7	—

PROGRAM AREA: ______________________

SCHOOL ______________________

ADDRESS ______________________

____

MEDIA SPECIALIST ______________________

GRADE LEVELS ______________________

DATE ______________________

GOAL STATEMENT:	current level of implementation	projected level of implementation	OBJECTIVES: (INDICATORS)	ACTIVITIES:	TIME-LINE	
					start	complete

INSTRUCTIONS FOR DEVELOPING A PLAN OF ACTION

1. After you have graphed your AGS (Average Goal Score) use your Graph Profile and the completed Assessment Guide to help you prioritize those areas which you want to work on. Select those Goal Statements which reflect the needs of your media center using such criteria as:
    - What Goal Statements are a high priority in terms of needing immediate attention? A low AGS (Average Goal Score) does not necessarily indicate a high priority. There may be a good reason for a low score (i.e., secondary or elementary emphasis; relates to students not taught in your school; is handled on district level; need is being met by alternative program or staff). You may choose items with higher scores if it is a priority to bring a goal up from beginning implementation to full implementation, etc.
    - What effort is required to achieve the goal? (time, money, staff, staff coordination, etc.) This will certainly determine the number of Goals you will tackle.
    - What can realistically be planned and implemented during the 1980-81 school year? (Select 3-5 Goals depending on the complexity of your activities.)
    - What are the projected needs of your school population? (Perhaps you can obtain information from schools that feed into your school in order to determine future plans.)

2. For each Goal Statement you have selected fill out a Plan of Action Sheet. (One sheet for each Goal Statement; number sheets in priority order) The following instructions correspond with the Sample Plan of Action Sheet.

    A. Fill in the information at the top of each Plan of Action Sheet. (Media Center Program Areas: Staffing, Services, Instruction, Collection, Equipment, Facilities, or Specific Handicapping Condition.)

    B. Write the selected Goal Statement in the first column.

    C. Using the scale, interpret your AGS for each Goal Statement and record its current level of implementation: e.g., not yet attempted; beginning planning, advanced planning, etc.

    D. Project and record the level of implementation you would like to achieve by the end of the 1980-81 school year.

    E. The Indicators beneath each Goal Statement in the Assessment Guide will become your Objectives. Select those Indicators (Objectives) which you want to focus on. Write them in the Objectives column in priority order.

    F. In the Activity column list ideas for implementing the Objectives. (Refer to the manual, consult with resource people, your staff, school administration, parents, students - an resources that will assist you with developing activities.)

    G. For each activity write a projected starting date and completion date in the Time-Line column. On-going activities may be so indicated.

    H. Send the original copies of the Plan of Action to the Project Office after making copies for yourself.